

Summer 1986

# Lawrence Today, Volume 66, Number 3, Summer 1986

Lawrence University

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## Recommended Citation

Lawrence University, "Lawrence Today, Volume 66, Number 3, Summer 1986" (1986). *Alumni Magazines*. Book 95.  
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# LAWRENCE

*Today*

Summer 1986

Promoting a world view



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**LAWRENCE**  
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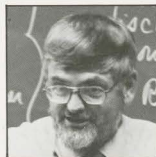
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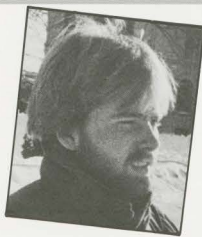
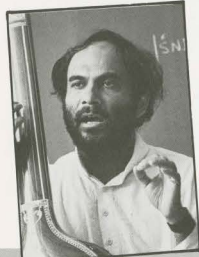
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*Lawrence Today* is published quarterly by Lawrence University. Articles are expressly the opinions of the authors and do not necessarily represent official university policy. Correspondence and address changes should be addressed to *Lawrence Today*, Lawrence University, Appleton, WI 54912.

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**Top row**, left to right: Omer Sayeed, '87, Pakistan, campus visitor Peter Von der Heydt, Germany; Ayce Nisancioglu, '88, Turkey; Jorge Mora, '84, Costa Rica; Associate Professor of German Dorrit Friedlander, Germany; Professor of Government Mojmir Povodny, Czechoslovakia, campus visitor Richard Leakey, Kenya; campus visitor Chen Chuan-guo, China. **Second row**: Mahan Chhetriana, '88, Iran; Rainer Storm, '86, Germany; campus visitor Bernard Makhoeswe, South Africa; campus visitor Betty Williams, Ireland; Yang Guo-Cun, '84, China. **Third row**: David Eisenbeiss, '85, Switzerland; Ana Lucia Castillo, '86, Costa Rica; campus visitor, an exile from El Salvador, Professor of Government Chong-do Hah, Korea; campus visitor Jale Erzen, Turkey. **Fourth row**: campus visitor Bhaskar Chandavarkar, India; campus visitor Patrick Geoffrey, England; Thomas Christensen, '87, Sweden; Abel Sithole, '88, South Africa; Professor of History and Government Mino Adenwalla, India.



# Windows on the World

*Foreign visitors to campus provide students  
with a fresh look at their world.*

*by Jane Dwyer Garton*



Lawrence students need not stray from campus to discover the world. More and more frequently, more and more intensely, global perspectives are presented to them right here in Appleton, Wisconsin.

It is no coincidence that the International Club is the largest and one of the most active organizations at Lawrence. Its members—foreign and American students—have an interest in cultures other than their own.

Nor is it accidental that an artist from Turkey and a scholar from China spent time on campus this academic year. The university welcomes visiting professors and lecturers from throughout the world and provides them with a constituency of curious young people.

Lawrence students always have

been encouraged to study in and visit other countries. And about half of them do. Now, however, opportunities to learn about foreign lands from visitors to our country are becoming more frequent.

"I tried to open them up to the world. That's the basis of any teaching," Jale Erzen, a Fulbright Fellow for Research, said about her role with Lawrence students. For six months, the art professor on the faculty of the Technical University of Ankara, Turkey, lived in a suite in Colman Hall, studied Arabic with Associate Professor George Smalley and Third World development with Assistant Professor Jay O'Brien, and worked in Worcester Art Center. She also shared her ideas and her scholarship, audited courses, and visited classes. She didn't teach classes, but she taught people.



Chen Chuan-guo, chairman of the department of English, Heilongjiang University in Harbin, China, did teach classes—in Chinese literature.

"It's not difficult for people of different cultures to associate with literature. Writers all over the world are the same. They respect life and human aspiration," said Chen.

The idea of exposing students to other cultures, to other ways of life is not new. But, nationally, the concept of how to integrate global studies into the whole of course work is being debated within the liberal arts college community.

"I do not think it is enough for us to promote a simple internationalism on our campuses. There are many ways of being aware of the outside world and defining one's relationship with it or some select part of it, and they are not equally beneficial or even compatible," wrote Franklin M. Doeringer, associate professor of history, in *The Liberal Arts in New International Perspective*.

Doeringer, who was among the hosts of Chen during his residency at Lawrence, doesn't pretend to have an answer to the best way to provide a forum for internationalism on campuses, but he's convinced that private liberal arts colleges can play a special role in establishing a commitment to international dimensions.

"Our task has potential significance beyond our own campuses, and if we discharge it well, we will have something of value to contribute to the whole of American education at a very critical time," Doeringer said.

It was Doeringer who suggested Chen teach a course while he was in residence at Lawrence. He and Peter Fritzel, professor of English, read Chen's correspondence and "sensed his understanding" of the English language. The course filled rapidly with 24 students.

The day is bright and the seminar room on the fourth floor of Main Hall is crowded. The only thing formal about the setting is the professor who wears a suit, a tie, and a grin.

"How did the stories strike you?" he prods the class.

Without missing a beat, a young woman blurts out: "The women had the same rights as the animals. They were treated the same as the ox."

The English translation of the Chinese short story has made its point about the submissiveness of women during that period of history.

"Why didn't she have a name?" Chen asked about the passive female character.

The answer was simple: she could be Anywoman in those days.

Discussion drifted from dynasties and feudalism to Confucius and the Clear and Bright Festival.

Chen was prepared. He pointed out specific sentences, asked for specific interpretations.

"Write your afterthoughts about the two stories," he directed them.

The course is Modern Chinese Literature, 1919-1949.

The fate of the Chinese women in the stories? It's summed up in a phrase, Chen says: "Chilly nights drag on endlessly."

Chen has experienced some "chilly nights" himself. He and other intellectuals were sent to China's countryside during the cultural revolution. There he taught in an unheated building where pigs wandered in and out freely during class and where the background sounds included infants wailing and toddlers playing.

"Formerly, it was unimaginable that a man like me would be sent out [to the United States]. Now there are 10,000 Chinese students in the United States. Now the theory of education is different. Formerly, a man like me had a big question mark over his head," Chen said.

"The significance of my job is to promote understanding between Chinese people and English-speaking countries. For 25 years we were isolated. We were taught that there was imperialism, that there was no good here."

"People were taught to hate, not to understand," he continues.

By teaching this course, Chen offers a picture of modern China, of

why revolution became necessary, of what sort of sufferings people have endured.

A few years ago, another visitor came to Lawrence from Harbin. He wanted to study in America so he too could teach at Heilongjiang University.

In 1981 Yang Guo-Cun, without Chen's 30 years of English teaching to his credit, with only a degree in English, came to Lawrence with the help of the Chinese Student-Teacher Fund. The Hartford, Connecticut-based group, founded and managed by Patricia Ritter, the mother of Penn Ritter, '78, also brought Chen to Lawrence and matched current student Song Su-kin with the university.

Yang, like Chen, provided insights which could come from no other source than China.

"Yang sat and talked about himself, about the cultural revolution, about hoeing beans for three years. A great exploration of values began to take place. These are not people coming from an affluent middle class," Doeringer said.

This was a different way of getting across the same messages about the world that had come through novels and lectures before.

In contrast to Chen and Yang's background of study and travel restricted to China, Jale Erzen's international experience beyond her home in Turkey is thoroughly documented in an 11-page professional vitae.

"I have many homes in the world," Erzen said, adding Lawrence and Appleton to her list.

She came to Lawrence, in part, through the efforts of Rolf Westphal, visiting professor in studio art, who had been at her Turkish university under a Fulbright grant several years ago. She lectured at UCLA, MIT, and Harvard while she worked on her research fellowship at Lawrence.

If nothing else, she hoped she was able to rid her Lawrence friends of any prejudices they may have had.

"Every time a person is aware of prejudices, we take a step forward," she said as her visit ended.

Jay O'Brien, assistant professor of





*Members of Lawrence International*

anthropology, had Erzen "help students frame their questions" as she circulated among them.

"There are increasingly important real world issues that press on the consciousness of our students, and they want to understand them," O'Brien commented.

"In April, we talked about basic needs, about a group of hunter-gatherers in southern Africa. Then I showed the students a starkly contrasting life with a film about the portrayal of women in American advertising."

The discussion about what constitutes a need was intense among students, and differences of opinion remained at the end of the class, but in the interim the process of having students turn to each other and talk about it worked.

"I could have left the room," O'Brien said.

**C**onversations about global issues are not restricted to classrooms, however. Foreign language teaching assistants are brought to Lawrence to work in the language labs, host weekly German, Spanish, or French conversation tables in Jason Downer Commons, attend classes, and live in the residence halls.

The biggest plus about the program, according to Dorrit Friedlander, associate professor of German, is that the teaching assistants are native speakers, are of

the same generation as the students, and are up on the politics of their countries.

Sharing information about foreign lands also is part of the weekly dinner meetings of the International Club. Twenty-two foreign students, as well as many American students, belong to the club.

Omer Sayeed of Pakistan has noted an increase of interest by students in the Middle East since the bombing of Libya by the United States. Ann-Charlotte Sandvall of Sweden has been questioned about the radiation from Chernobyl. Ayce Nisancioglu of Cyprus, however, is usually asked if she wears a veil at home.

For Tim Tibbets of Green Bay, the International Club provides the opportunity to continue his study of Swedish. He spent his senior year of high school living in Sweden.

"Coming home to America was a little of a shock," he said. He was happy to connect with Sandvall, who tutors him in Swedish for credit.

Mojmir Povolny, professor of government and president of the Council of Free Czechoslovakians, sees extensive interaction among foreign and American students and works with many students who would like to do international work after graduation.

"I caution them. You get into international work by doing very good work at home," Povolny said.

Recent Lawrence activities tell more about the college's commit-

ment to promote internationalism. Students have had the opportunity to hear a lecture on literature of the Holocaust by Albert H. Friedlander, the foremost authority on the Holocaust; eat a meal of staggered proportions to point out the problems of malnutrition in Third World countries, sponsored by the Lawrence Committee on Social Concerns; attend a symposium on "Poverty and the Wealth of Nations;" spend time with five members of the Royal Shakespeare Company of London; listen to Jean-Pierre Sodini of the University of Paris talk about the archaeology of northern Syria; treat their ears to a concert of Indian classical music performed by sitarist Bhaskar Chandavarkar; learn about the origins of mankind from none other than Richard Leakey, world-renowned paleoanthropologist; discuss apartheid with Lawrence's two South African students; visit with Betty Williams, Nobel Peace Prize-winner for her work in Northern Ireland. The list could go on.

The importance and value of the off-campus programs remain for Lawrence students, but while they are on campus the world is being brought to them to discover. □

*Jane Dwyer Garton is a freelance writer living in Appleton.*



# Doing Science on Grand Cayman Island

*The Marine Biology Field Trip  
gives some budding biologists  
a chance to get their feet wet—  
in more ways than one.*







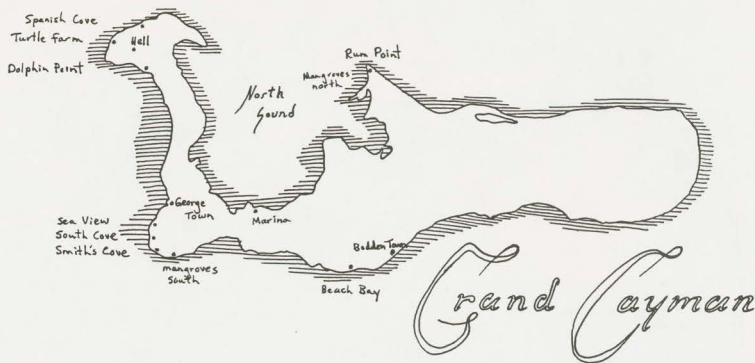
by Scott McNaught, '86

“H<sub>e</sub> must be psychic,” I said to myself as I looked out of my residence hall window at the thin blanket of wet snow covering the campus. Dr. Richman had explained to us that, without exception, all previous marine biology groups left Appleton for the sunny Caribbean following what was often the last winter storm of the season. This year I was confident that his prediction would not come true. Only a week prior to our April departure the weather had been unseasonably warm—comfortable enough to sunbathe on the reemerging grass of the college green. Perhaps the untimely snow was a blessing, ushering us out of Wisconsin with good tidings. In any case, my amazement soon gave way to panic when I realized it was 5:30 a.m., and I had only 30 minutes to shower, dress, and pack before I was to be picked up and driven to the airport.

Offered every other year, the marine biology trip is one of

Lawrence’s many off-campus programs which allows students to experience, firsthand, an unfamiliar environment—be it physical or cultural. For me, the two-week Caribbean excursion was a chance to actually *do* science in the field, rather than Youngchild Hall. This year, led by Professors Sumner Richman and Bradford Rence of the biology department, our group of 14 planned to study the extensive coral reef communities surrounding Grand Cayman Island.

Located 150 miles south of Cuba, Grand Cayman Island is a 22-mile-long prominence on a submarine ridge. One can picture the island as a giant, westward-pointing left footprint. Encircling this footprint is a 1,829-meter-deep vertical wall, and between the coast and vertical wall are two offshore terraces at depths of eight meters and 20 meters respectively, upon which the great majority of coral reef organisms reside.



Grand Cayman is sheltered from storms and excessive tidal action, but is constantly under the influence of a strong unidirectional trade wind as well as powerful ocean currents moving toward the west. Such currents bring planktonic coral larvae across the Atlantic Ocean and deposit them in the shallow water areas of the Caribbean Sea. Small islands such as Grand Cayman are particularly conducive to coral reef development because they provide a large surface area for settlement. Coral species successfully colonize the offshore terraces cut by wave action and begin to form a fringing reef whose skeleton of massive round and branching corals eventually becomes covered with smaller, more fragile corals, as well as calcareous algae and a collection of vertebrate and invertebrate animals.

Spending more than 15 hours in and between airports, we arrived on Grand Cayman long past midnight. We loaded our luggage into two marginally functional Brazilian-made vans and drove to our condominiums at Beach Bay on the south side of the island. The night air was warm and humid, and after throwing our bags into assigned rooms, we made our way to the beach to test the water and wash the day's grime off our bodies. A shallow lagoon, teeming with small fish, was our swimming hole. Using snorkeling gear and an underwater light, a friend and I got our first

look at the island's marine life. Small heads of coral, sea fans, and bug-eyed squirrelfish populated our hole. As I reached down to inspect a red sponge, my partner grabbed my arm—lurking behind the sponge was a green, snake-like head armed with needle-sharp teeth. The head belonged to a five-foot-long and six-inch-wide moray eel! I was amazed that such a creature inhabited these shallow waters and realized that being a biologist sometimes has its risks.

Then again, sometimes it has its advantages. The next morning I awoke to the sound of crashing waves and, looking out of my window, saw for the first time the beauty of this tropical paradise. Cloudless skies, turquoise water, and white sandy beaches strewn with coconut palms beckoned me.

**D**uring our two-week study of Grand Cayman coral communities, we visited seven separate dive sites and four snorkel sites. Except for Beach Bay, with its pounding surge and sandy shoreline, all our coral reef observations using SCUBA were done in the consistently calm waters of the west coast. Although our study concentrated on reef communities, we used snorkeling equipment to investigate, as well, those shallow-water habitats closely associated with the coral reef community—mangrove

shorelines and turtle grass beds.

Upon arrival at our first dive site, Spanish Cove, on the northwest tip of the island (the big toe of the footprint), I was immediately struck by the heat of the late morning sun as it reflected off the rolling sand dunes. Unfortunately, the soft sand quickly gave way to the ever-present ironstone—an ancient deposit covered with black algae and foe to all unwary feet.

Having just been certified in SCUBA, I was both excited and apprehensive about diving in the Caribbean. I knew that we would be able to see for great distances, often ten times as far as in the clearest Wisconsin lake; yet, as we snorkeled from shore, my instincts cried 'turn back!' Hovering above the sandy bottom, my partner and I adjusted our regulators, deflated our buoyancy vests, and began to descend. Below the turbulent surface water, all was quiet and peaceful, and now communication was possible only through sign language. Nearing the sea floor, coral formations previously shrouded in blue began to assume their natural colors and distinctive shapes. On the bottom, I obtained neutral buoyancy—simulated weightlessness—by adding a short burst of air to my vest, and with my finned feet, I coasted for several yards only inches above the coral.

My discovery of a fireworm on a red encrusting sponge was the





highlight of this dive, but I carefully avoided touching the invertebrate. Its white hairs, once imbedded in your finger, cause an itching sensation which later becomes a painful sting. On my way to the surface, I followed a school of black durgons over the reef.

A short distance south of Spanish Cove, behind a turtle farm—the last vestige of a once important export industry—was a good example of a coral community built on a small vertical wall. Here the sea floor was quite different from that at Spanish Cove: sporadic soft corals and small heads of mountainous star coral dotted a sandy floor containing many wells and troughs. In some of these depressions lived assorted squirrelfish and clouds of crab larvae.

The wall itself, falling off at 25 meters to a depth of 60 meters, was covered with many corals. A large population of damselfish ferociously defended their algal farms; colorful red, green, and iridescent sponges flourished; and, on the floor of several caves, a charcoal-colored fish that looked like an immature flounder patrolled the large, orange elephant ear sponge. Beyond the wall was a barren, sandy plain populated by a colony of garden eels which withdrew into their burrows as I approached.

**T**he wall at the turtle farm, however, did not compare to the immensity of the one-mile vertical drop-off at Dolphin Point. Under the command of Captain Percy Whorms and his wife, Jonelle Secard Whorms, '76, we left the North Sound Marina in their 69-foot yacht, appropriately named "Cayman Dream," and headed for the northern end of Seven-mile Beach. Along the way we experienced gut-retching ocean swells and observed several schools of flying fish.

After setting anchor, we descended to the precipice in small groups. Sand channels carved in the coral reef gracefully disappeared off the edge of the wall into a dark blue oblivion. We had been warned to go no deeper than 80-90 feet—a few feet more and we risked getting the bends—but even at these depths there was a great diversity of life: black coral; plate forms of brain coral; orange sea lilies, which are really animals related to starfish; a large, dark grey barracuda; and a five-foot-long grouper. Refrigerator-sized barrel sponges appeared to be smoking as they sent clouds of sperm into the water.

The next group of dive sites we visited were located around the perimeter of the island's little toe, on the southwest corner of the

island. Each of these sites had a patch reef which was somewhat less developed than the other reef communities we had explored.

The first habitat was behind the now-defunct Sea View Motel near Eden Rock. A short distance from shore, the sandy bottom was textured with shallow trenches and depressions. Small heads of coral played host to shy squirrelfish and the fairy basslet—half the color of a concord grape with a golden-yellow tail. Parrotfish roamed the area nipping at the coral, and a school of squid swam in regimental order.

Swimming out to the buttress zone, I watched the sea floor recede gradually. The buttresses themselves were fairly steep, falling off from a depth of 35 feet to a depth of 60 feet, and there were many isolated islands of coral. Tube and large barrel sponges grew on the buttress walls. Red, yellow, and blue fan worms covered the surface of a large head of star coral, and beautiful Christmas tree worms darted back into their tubes a split second before being touched. A large yellow Caribbean anemone with pink-tipped tentacles hid at the base of a coral head. Once I observed a cleaning station where several blue tang and parrotfish eagerly awaited grooming by a multitude of gobies. Another surprising discovery was a Jewfish



which inquisitively approached my partner and me. This ugly 300-pound grouper seemed so nonchalant that it might have let us kiss it if we had been so inclined.

**I**t was at Sea View that most of our group did independent projects. Experiments were designed and implemented to measure digestion rates of the Caribbean sea anemone, feeding and respiration rates of certain herbivorous fish, territoriality among damselfish, and feeding frenzy behavior among flesh-eating fish. My partner and I decided to measure respiration and production rates for the entire coral reef in general and for cavernous star coral in particular. We also conducted feeding experiments using small heads of cavernous star coral. After reviewing the data as well as the relevant literature, we concluded that the stony corals composing the reef derived most of their daily requirement of energy from the symbiotic algae imbedded in their tissues and only supplemented this diet with small animals captured during the night.

Just beyond Sea View was South Cove, home, local legend has it, to a green moray eel named Waldo. And indeed the animals most characteristic of this reef were the fish. Probably attracted to a continuous barrage of flailing, food-bearing tourists, large schools of southern snappers, black durgons, and yellow snappers constantly patrolled the waters. Fully-armored trunkfish and numerous green-speckled, red coney swam close to the corals. Unmistakable was the spotted drum with its black and white stripes, pale-spotted tail, and large hooked dorsal fin, and the magnificently colored queen Angelfish swam oriented to the contours of the sea floor rather than to the force of gravity. I never did spot the moray and suspect that Waldo is a figment designed to entrance island tourists.

The last dive site we visited on the west coast was Smith's Cove, with its lovely white sandy beach and small shallow bay protected by outcroppings of ironstone. A fairly large population of long-spined sea urchins lurked among the rocks, however. After ramming my knee into one, I experienced firsthand the pain caused by nine long needles buried under my skin. Fortunately, the spines are made of calcium carbonate and dissolve within 24 hours.

During the day, porgies, wrasses, basslets, and four-eyed butterflyfish dominated the shallows, while squirrelfish, blue tang, and parrotfish inhabited the deeper waters. After close inspection, I was lucky to observe two poisonous scorpionfish lying virtually invisible in the sand.



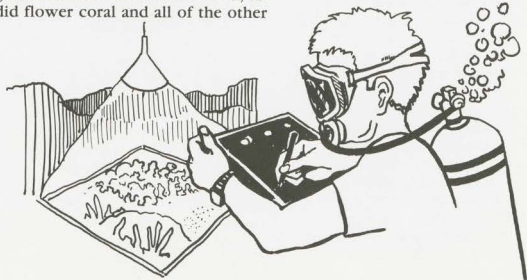
The night, however, was ruled by invertebrates. As I descended in the water column, I tried to suppress the very feeling of diving in pitch black water with only a 30-foot beam of light. Contrary to popular belief, the purpose of a night dive is not to test one's nerves, but to observe the behavior of coral reef organisms which are primarily nocturnal, such as invertebrates. Large-polyed cavernous star coral with green tentacles came out to feed, as did flower coral and all of the other

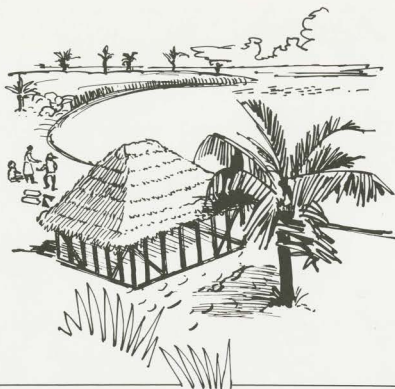
corals. Soon after touching only one spot on a coral head, all of the tentacles closed in a single wave of



contraction. As the parrotfish slept beneath branches of staghorn coral, a red shrimp explored the inside of an iridescent tube sponge and polychaete worms extended their long tentacles. I was most intrigued by a rough file clam whose red flesh and white tentacles made it look like a pair of animate dentures "clapping" their way through the water.

**T**he sandy shore and rough waters at Beach Bay set this site apart from the other coral reef communities. The abrasive, smothering action of disturbed sand and the powerful surge effectively eliminated many species of coral from the shallow back reef. Here, almost 200 yards from shore, a large population of the sturdy branched elkhorn coral formed a reef crest which, at points, broke the surface of the water. This obstacle drastically reduced the energy of the surf before it reached the shore, and in front of the breaker zone, the reef was divided by sand channels. Fol-





lowing the sand channels seaward, I arrived at the buttress zone, characterized by steep canyons reaching down to 65 feet. Large, downward-pointing plates of mountainous star coral created deep hidden caves in the canyon walls. During the day these sheltered areas were frequently home to the spiny lobster and a multitude of squirrelfish, some of which had parasitic isopods between their eyes. On one occasion, I even spotted a small nurse shark resting quietly on the sand-covered floor of such a cave.

The remaining communities we studied were the turtle grass beds and mangrove shores. Wherever there is protection from the wind, waves, and shifting sediment, turtle grass is likely to be found. Many animals seek food and protection in the tranquil waters of these submarine meadows.

Near Bodden Town, on the south side of the island, we snorkeled amid an extensive turtle grass habitat. Spiny black brittlestars crawled on the underside of almost every up-turned stone and a donkey dung sea cucumber lay in the sediment like a long pile of excreta. At night, the meadow came alive with spiny lobsters, coral crabs, and the seaweed octopus. And although they do not possess claws, we discovered that the spiny lobsters are every bit as tasty as the clawed variety found off the coast of New England.

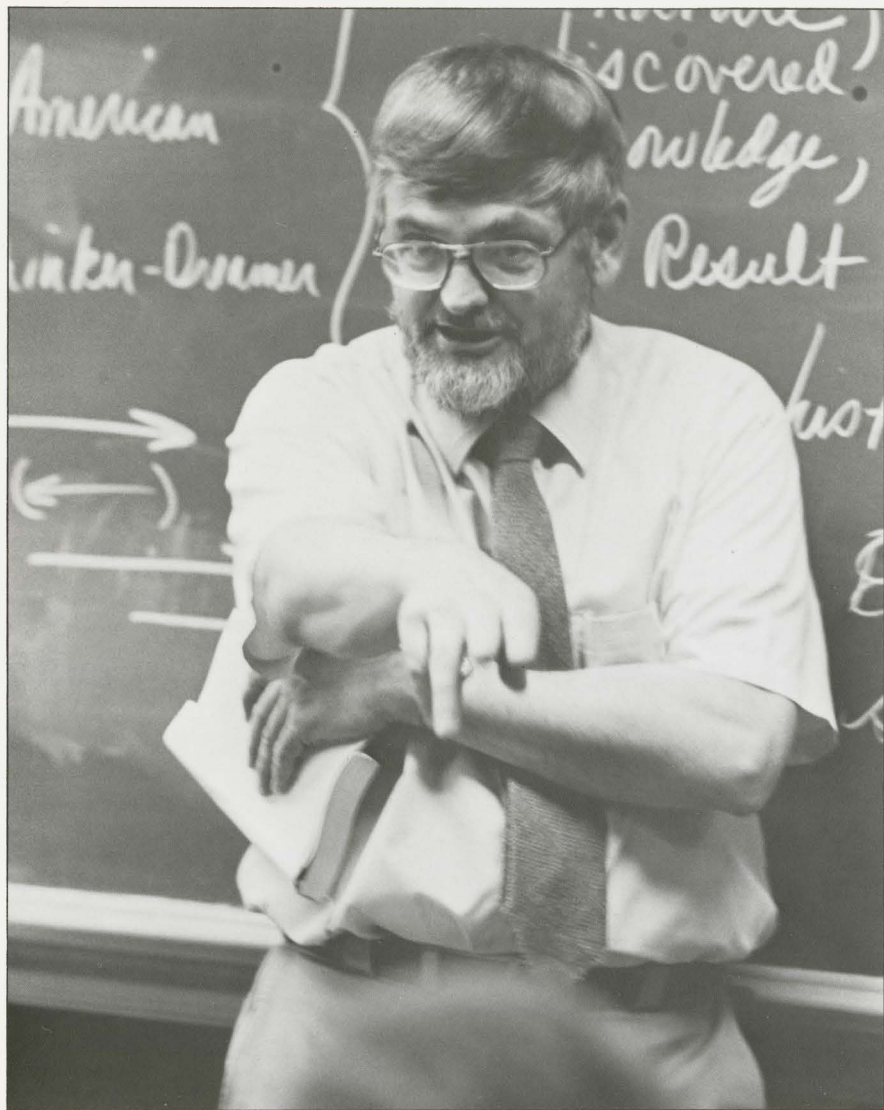
At a mangrove site on the north side of the island, innumerable upside-down jellyfish gently pulsed as they filtered small animals from the sediment. These creatures have earned the name Cassiopeia, for like the queen of Greek mythology, they too must spend their lives in a perpetually inverted position. I also observed brown snails on nearly every prop root of the red mangrove and caught a fleeting glimpse of the mangrove crab with its red body and blue claws.



**B**y the end of our journey, we all had acquired a new appreciation of the great diversity of animal life on this planet, though I doubt many of us reflected upon this during our bonfire celebration the night before we returned to Appleton. For me, the trip broadened my knowledge of nature and gave me the chance to do more than merely study biology in the classroom. I was able to observe the structure and dynamics of the coral reef community, as well as perform a series of experiments in what is truly a living laboratory.

Surrounded by a vast array of coral reef habitats—from patch reefs to vertical walls, ironstone shores to sandy beaches, and turbulent breaker zones to calm turtle grass meadows—Grand Cayman Island is not only an ideal spot for tropical marine investigations, but a sunny paradise away from the bustle, tensions, and yes, even snow, back home. Our greatest worry was keeping to the left side of the road; our most difficult problem was how to open a coconut. □

*Scott McNaught graduated with cum laude honors in June. This fall he will be studying freshwater ecology at the University of Michigan.*





# The Art of Teaching

*A few years back, Professor Peter Fritzell spoke about the art of teaching to a small group of alumni and friends. He wowed them then. He wows us now.*

by Peter Fritzell, professor of English

We in America are not particularly famous for encouraging our youth to grow up early. In fact, we're famous for just the opposite—for protecting and coddling our young well beyond the time when other nations and cultures have forced theirs out of the nest or, in other ways, let them go. In fact, no nation or culture in the world prolongs or protects or extends the adolescence of its young as much as we do.

The Russians distinguish those who are going to college from those who are not when their children are 15 years of age. The British make a preliminary decision on the same matter when their children are 11—and another, final decision when they reach 16. The Japanese, as you might guess, have even less patience with the late-bloomer. They make these crucial decisions when their young are no more than 12 or 13.

By contrast, we in the United States tend to delay these decisions, at least until our children are 18; and even then we prefer, if we can, to keep them under some kind of extended care until they are 21 or 22 (if not, indeed, 25 or 26).

In one sense, then, we in America tend to make it quite easy for our youth. We tend to spoil them and

indulge them—with their college educations as well as with their Little Leagues, with their youth fares and youth symphonies, their Boy Scouts and Brownies, swim-teams and summer camps, youth hockey and Suzuki strings, Indian Guides and junior nordic skiing, junior golf and youth soccer—and a hundred other youth activities, to which American parents and grandparents drive their children, their grandchildren, and their neighbor's children, before breakfast and during dinner, week after week, season after season. Each of these activities, and many another American cultural form, is a testimony to the cult of youth in America, that country where even 50-year-olds try to look like a young Robert Redford or Tom Selleck or Christie Brinkley, or an even younger Brooke Shields or (who is it this year?)—Paulina Porizkova.

In another sense—a not so obvious sense, perhaps—we in America make it much more difficult for our young to grow up than do the British or the Russians or the Japanese. We invest more in our youth, and I obviously do not mean simply cold, hard cash. We put more pressure, over longer periods of time, on their youthful selves and their adolescent dreams. By protecting them, providing for them, and even in some sense by

pampering them, we sustain, extend, and thus underwrite their nubile expectations and adolescent ideals—well beyond the time of final initiation in other cultures and nations.

The plain fact of the matter is that we ask more of our youth than do the peoples of other nations—and for good and telling historical and cultural reasons, for reasons that have much to do with the nature and meaning of America and being American—because, fundamentally and historically, their dreams and hopes are ours—however pathetic or puerile they may sometimes appear to our more pained and weary eyes.

Teaching in such an American nation or culture is difficult, to say the least—challenging, discouraging, frustrating, risky—even at times utterly draining—and nowhere more so than in the private liberal arts college, where, it may be, the only teaching in America is still going on. Few of our students have been educated in the school of hard knocks, fewer certainly than those at vocational-technical schools, and fewer even than those in most state universities. And the few at



*"The business or art of teaching is, fundamentally, a continuous effort to adjust and adapt their [students'] dreams to reality."*

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Lawrence who have been educated in the school of hard knocks have decided, or someone has decided for them, that something is more important than simple survival in the world of hard knocks.

Most of our students come to us still fresh, at 18 or 19, with the carefully nurtured dreams of protected, American youth—dreams of ridding the world of crime, hypocrisy, and fraud—dreams of feeding the starving peoples of the world by fasting once or twice a year in Appleton, Wisconsin—dreams of solving the nation's and the world's problems of nuclear disposal at Lawrence University in Outagamie County. To some large degree, they really do believe that perpetual happiness is to be found on earth—that equality under the law, and an unpolluted environment, not only are achievable, but that they *must* be achieved—*now*, or at least in the next year and a half.

**O**bviously, it is often delightful to deal with these American youth. They can keep you from becoming too jaded with age—while simultaneously reminding you, constantly, that age has some virtues. By the same token, however, the art or business of teaching them is an awesome responsibility, particularly if it's viewed in cultural and historical context—because the business or art of teaching is, fundamentally, a continuous effort to adjust and adapt their dreams to reality—the realities of their own aptitudes as well as the realities of the marketplace, history, society, the biosphere, and not least, of course, the realities of human nature. To do all that without destroying their dreams, while you yourself remain one of the conspicuous realities with which they have to deal.

The task is, by no means, an easy one. Ideally (ah, there's the rub, the rub of *my* dream), it means so fine-tuning each student's dreams and preconceptions to reality that each will finally become wise—wise, as we say, in the ways of the world, but wise also in their perspectives on their own and others' aspirations. The last thing we want to do is to create a bunch of cynics, who, having discovered that their dreams are "dreams," so to speak, conclude that their dreams are unreal. As most any psychologist can tell you, few things could be further from the truth. We want our students to be able to see that their dreams are dreams, of course, but real dreams; and that real dreams—utterly unrealizable dreams—are the stuff of the culture and the civilization they and their parents and we represent, whether we or they or their parents like it or not.

In group situations—in the classroom or in the field, in the formal course, in the lecture—we attempt to get them to see the common denominators in their preconceptions, their ideals, and their experiences—in a sense, I suppose, to give them the notion that they are far from special—that they are, in fact, parts of systems—biological systems, historical systems, economic systems, and cultural systems (even as they try to understand those systems). The effort is to give them the notion, if not the clear thought—though it may injure their youthful egos, their feelings that the world turns on each one of them alone—that they are no different than their parents, their parents' parents, or their ancestors (both literal and figurative) before them; perhaps even that they are more similar to the other major mammals of the world than they have ever suspected; and, in fact, that their

feelings that they and their problems are special, new, unique, earthshaking, and above all "individual" are the same feelings of uniqueness, the same earthshaking problems, which virtually every generation, and every individual in every generation, has considered unique and earthshaking.

**A** part of the art of teaching, then—a large part, perhaps—is literally a matter of disillusioning our students, to disillusion them of their natural, youthful egocentrism and idealism—to adjust their dreams of reforming the world to the realities of worlds that both need, and forever resist, reforming.

At bottom, it is not a pleasant lesson; and at times it is not a pleasant task; because it's not an easy lesson to teach without risking the destruction of their dreams and expectations. And some, inevitably, I suppose, cannot tolerate the lesson.

At all times the art and the business of teaching mean seeking and making compromises to late-adolescent language and experience—providing enough concrete (if not downright earthy) illustrations, allusions, and even expletives to help these young idealists get a grip on things abstract and theoretical—enough of their own sentiments and phrases to make things sound familiar, but not too familiar—enough concessions to their ways of understanding to give them the notion that you, too, are human, but not too many concessions (and not too human)—so that they all get a feeling of confronting the utterly unfamiliar, so that they all experience confusion and ignorance, and so that you as teacher remain mentor or professor, and never become pal (at 45-plus I still have a difficult time addressing my

*"The ideal and the effort are to so fine-tune your...comments to students that each gets... appropriate degrees of criticism and encouragement."*

true mentors by their first names; and that, it seems to me, is the way it should be).

There are, then, several elements of the business of teaching most effectively addressed in group situations—but in reasonably small groups, in which the sense of being part of a group is readily sustainable—because there are several essential societal and historical lessons which must be learned if we are ever to profit from the investments we have made in protecting the expectations, dreams, and hopes of these late American adolescents.

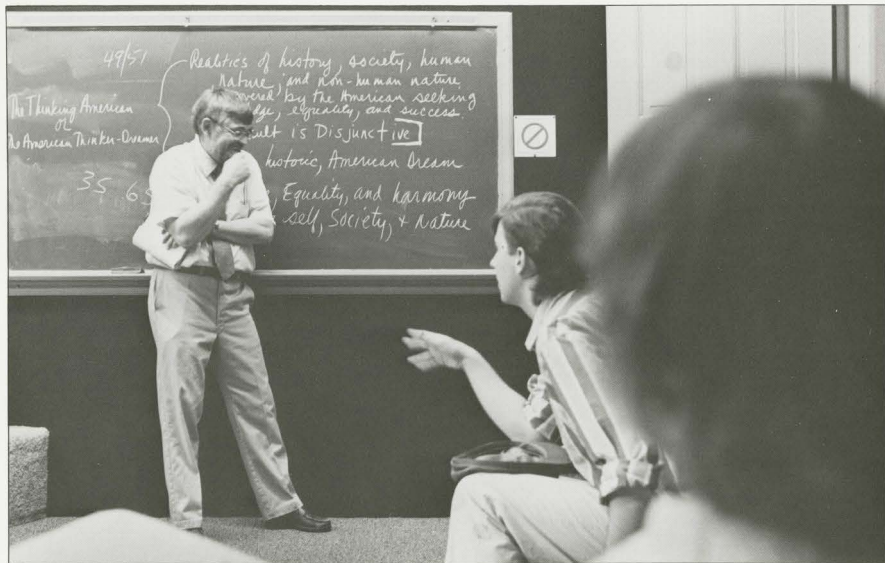
The group part of teaching, the communal part, is difficult enough. The individual part is even more

difficult, and at least twice as time-consuming—the awkwardness, the worry, and the occasional real frustration that come from trying to figure out just what degree, and just what kind, of reinforcement is required for each student. We never succeed entirely, of course. In fact, even the greatest teachers fully and consistently reach no more than 50 to 60 percent of their students (imagine being a surgeon and regularly losing at least 40 percent of your patients). Still, the ideal (the dream, if you will) and the effort are to so fine-tune your spoken and written comments to students that each gets what you judge (in your infinite wisdom) are appropriate degrees of

criticism and encouragement:

*Student A*, struggling with the business of writing, working extraordinarily hard on a term paper, never complaining, and clearly worrying about his abilities. He needs and deserves encouragement, even if it's only a single "splendid" or "good" in the margin, and not too many red-penciled marks on commas and passive sentences, perhaps even a too-generous grade, a C+ rather than the C his work warrants.

*Student B*, precocious and facile, supremely self-confident, she has no real trouble at all in dashing



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to invest seriously in the long-term health of our progeny."*

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off a finely-phrased term paper in a day or two. For her the A's have always been forthcoming. She needs and deserves an A —, even though you may only be able to justify an A, with serious, even harsh, comments on her arguments and on every slight slip-up in style, tone, and grammar (a paper covered, despite its A or A —, with what our students call the "measles").

**S**tudent C, who called last week to say again how pleased he is with his position in Washington as editor-research assistant for the Hazardous Materials Advisory Council. This is the student who you guided through plans for law school and then business school in his first three years at Lawrence, the student who then decided that he wanted to be an English professor, and who went on to three very successful years in one of the best graduate departments in the country—before deciding that too many scholar-teachers are unworldly stuffed-shirts. He says he's happy, and that he's learning immense amounts. Did you mislead him? Did you invest too easily in the professorial dreams of his senior year?

**Student D**, who came in yesterday to talk for what became an hour about her plans and dreams for the future—the sophomore who's currently taking a combination of Intermediate Spanish, philosophy, history, and English—with whom you talked of graduate school in English or Spanish or comparative literature—of law school, business school, management traineeships, international business, travel, teaching English as a second language, marriage, children, families, publishing, editing,

advertising, and corporate journalism, among other things. The session was an easy one for you because she is the kind of student—the so-called "over-achiever"—for whom each of those careers is a serious, sensible possibility. She can do virtually anything she sets her heart and mind to. But the session was by no means easy for her, because several of the options you suggested had never occurred to her, and she has been having quite enough difficulty weighing the place of her heart in the things she has considered.

**Student E** you have to worry about more—the sophomore advisee who last week wanted to talk about top-flight graduate programs in English when she was about to receive a C+ in Renaissance Literature. This one has a fair amount of ability, but she is also, almost incredibly, lackadaisical. She thinks Lawrence is some kind of summer camp; and yet when you accuse her of just that attitude, she readily admits to it. About her future you just don't know at this point; and you already wonder if we'll somehow get through to her in the two years that remain.

The stories could go on and on, obviously—some in much greater detail than it might even be legal to mention here.

**S**o what is the "art" of teaching? It's lying awake at night worrying about the impact of the comment you wrote (or didn't write) on a student's essay about tennis, or gas rationing, or predation—while your wife, let us say, is thinking, and quite naturally, about something else entirely. It's trying

to work out some humor for tomorrow's lecture while you're feeding the dogs. It's the nervous hour or so you spend psyching yourself up for class, and the alternating depression and satisfaction you feel in the hour of winding down—the occasional wish that you could have gotten today's class on tape, the defensive anger you feel when they didn't respond to what you *know* was good material (and you failed).

It's fretting over the example you set 12 or more years ago for the student who called last night from St. Louis, and wrote the week before, to tell you about his cat, his upcoming divorce, and the novels he's been reading while he's between jobs—while you were trying to write a lecture on Sylvia Plath's poetry. It's the utter pleasure—the so-called "psychic income" we teachers bank our futures on—when the former student calls from Minneapolis to ask if you will give a reading at her wedding.

And, finally, I suppose, it's trying to capture, for a group of alumni and friends, the spirit of the life of teaching, without which there would be no art of teaching—and capturing it in such a way that they get the clear indication—the lesson, if you will—that the art of teaching and the spirit of teaching are to be found only in a very few of those protected places where we have cared enough to invest seriously in the long-term health of our progeny. □





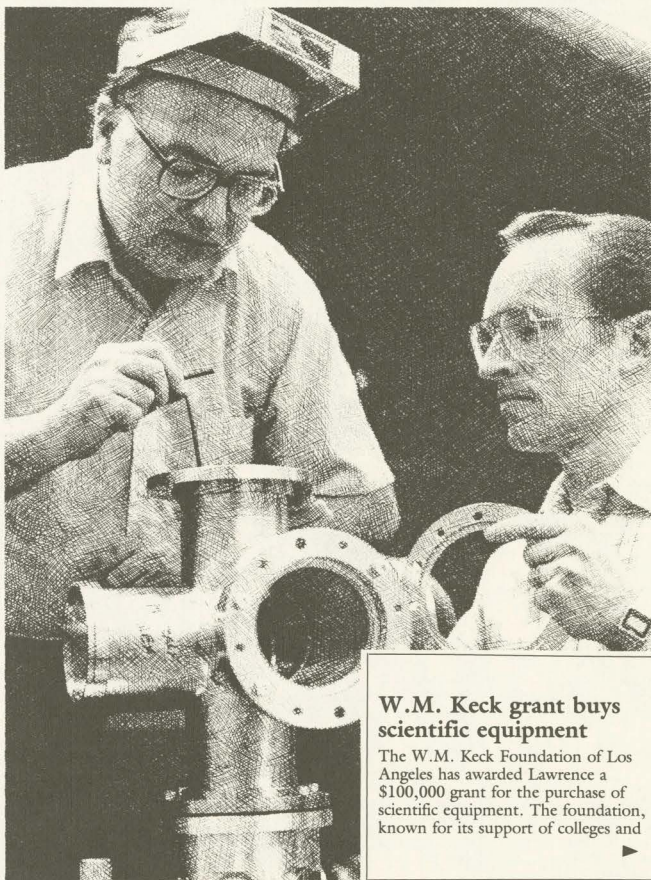
# *Lawrence Ahead*

A Campaign for the 80s

# TODAY

Lawrence University

Summer 1986



## **W.M. Keck grant buys scientific equipment**

The W.M. Keck Foundation of Los Angeles has awarded Lawrence a \$100,000 grant for the purchase of scientific equipment. The foundation, known for its support of colleges and







## Lawrence Ahead

universities throughout the United States, awards grants focusing on education and research in the areas of science, engineering, and liberal arts.

All equipment purchased with these funds will play a significant role or roles in scientific teaching and faculty/student research at Lawrence. The college's equipment needs also reflect our aspirations to continue developing model programs. This grant will be evenly divided between the departments of physics and biology.

Building upon the tradition begun in the 1970s when Lawrence formulated a laboratory computing program in physics and chemistry that was unique for a liberal arts college, the physics department will use its portion of the grant to develop further a bold new program in laser physics and modern optics. Professor John R. Brandenberger, who has been extensively involved in this area for some time, indicates that the department's grant allocation is earmarked for laser hardware, optical equipment, and highly sophisticated electronic instrumentation.

The physics department is launching a three-year examination of the feasibility and appropriateness of teaching laser physics and modern optics at several levels within the undergraduate curriculum. "As a serious, rather expensive, and broadly ranging investigation that is likely to have an impact on colleges and small universities nationwide, this pilot program will derive immense benefit from the purchase of lasers, optical tables, spectrum analyzers, and holographic hardware underwritten by the W.M. Keck Foundation," Brandenberger says.

Brandenberger contends that lasers may well become as important and diverse in their application as computers have in the past two decades, yet very few undergraduate scientists receive instruction in or exposure to their principles and applications. Establishing such a laboratory at

Lawrence would not only put Lawrence in the forefront in this area, but would meet existing student research interests as well.

The W.M. Keck Foundation grant also will further the teaching and research efforts of the biology department by enabling it to purchase new and sophisticated equipment for analysis and quantification. Several pieces will update and extend the current capabilities for laboratory and field studies of organism-environment interaction. Courses in aquatic ecology and ecological energetics encompass extensive examination of food-chain relationships. The acquisition of a Turner fluorometer and Perkin-Elmer spectrophotometer will allow state-of-the-art measurements of chlorophyll to determine the distribution of plant biomass and analyses of a wide spectrum of contributory nutrients.

A wide variety of courses—ecological energetics, comparative physiology, animal behavior, and introductory biology courses—use oxygen consumption determination of metabolism to illustrate such phenomena as energy budgeting, the cost of thermo- and osmo-regulation, and energy investment in locomotion and reproduction. The acquisition of an oxygen consumption monitor will make possible accurate and reliable measurements. In addition to their impact on laboratory coursework, these instruments also will be used in independent study.

A new liquid scintillation counter will be of particular benefit to courses in ecological energetics and aquatic ecology. This instrument, which is unique for its high degree of efficiency in counting and measuring the amount of radioactivity in tissue samples, also will enhance instruction in genetics, plant physiology, developmental biology, and biochemistry.

A Wild stereoscopic dissecting microscope also will be acquired, both to strengthen laboratory exercises in developmental biology and to enhance independent research projects.

### Endowment sought for Samuel G. Plantz Chair in Religion

Lawrence has announced the start of a fund to endow the Samuel G. Plantz Chair in Religion. This effort, spearheaded by Harry Snyder, '27, already has received contributions or pledges totaling more than \$360,000 of the \$750,000 needed to fully fund the chair.

Samuel G. Plantz, Lawrence's seventh president, served from 1894 until his death in 1924, and presided over the college during formative decades that witnessed exceptional growth. Enrollment soared from 200 to 1,200 students. The faculty increased in size from nine to 68 and the number of doctorates among them increased from only two to more than one-third of the faculty. The endowment grew from less than \$100,000 to more than \$2 million. Fifteen academic chairs were endowed, and the Conservatory of Music was established. Finally and most visibly, eight new buildings were constructed and four smaller houses were acquired.

In the eyes of many, it was Plantz's intellectual and moral legacy that imprinted Lawrence with its enduring character as a liberal arts college. While his leadership directly affected three generations of Lawrence students, his vision benefited all succeeding Lawrentians. In the year before he died, Plantz clearly stated his convictions with regard to the course that Lawrence must continue to steer:

"While...one function of [Lawrence College is]...to prepare inefficient youth for the highest practical obligations of life, this is not its highest mission nor its best. It is not simply a professional or a technical school. It has the noble task of preparing its students to participate in the spiritual life of their generation, that heritage of culture which the past has developed. This means that our students are to attain to such knowledge and secure



## Lawrence Ahead

such development of the creative faculty that they shall know the true, appreciate the beautiful, and serve the good. The college is to put the student into an atmosphere of ideas and ideals which will stimulate thought and awaken moral feeling. It is to liberate his soul from ignorance and prejudice and set him free to walk on the highways of lofty inspiration and expanding life."

*Lawrence Ahead* recognizes that an outstanding faculty is central to providing Lawrence students with a quality education and that the college must continue to attract and retain the most qualified and dedicated teacher/scholars to conduct its mission. One of the most significant needs identified in the campaign, therefore, is the endowment of faculty salaries through the establishment of new professorial chairs. It is especially fitting that Samuel G. Plantz—already memorialized at Lawrence through a residence hall and a scholarship fund—should be honored with the creation of an endowed chair, since his essential concern was with the teaching mission of the college. It is equally fitting that it be a chair in religion, since Plantz was a Methodist minister and was concerned with the spiritual as well as the educational development of Lawrence students.

While it is hoped that much of the remaining \$390,000 needed for the Plantz chair will be received in the form of outright gifts and pledges, Synder points out that under certain circumstances provisions also may qualify as commitments to *Lawrence Ahead*. The campaign guidelines provide that confirmed bequests from those who have celebrated their 50th class anniversary or are 72 years of age are counted at full value in the campaign. Those interested in the Plantz chair project are urged to consider this means of effecting their contribution.

For more information about the Samuel Plantz Memorial Endowed Chair, please contact the Lawrence development office.

### Joyce Foundation grant supports young faculty

When it comes to funding for research and travel and support for establishing new courses, young and untenured faculty often wait at the end of the queue at most colleges and universities. Ironically, it is often these same faculty who most need such support and on whom the futures of those institutions most depend. A major foundation gift will help Lawrence solve that dilemma.

A \$250,000 grant from the Joyce Foundation will enable Lawrence to institute a Young Faculty Development Program—a program which will assist the college in continuing its historically successful efforts to attract and retain a dedicated and talented faculty.

The Young Faculty Development Program has two basic components: support for the recruiting of new faculty and support for the professional development of new appointees and of young faculty already at Lawrence. More specifically, the program focuses upon five initiatives—salary enhancement, instructional support, course development support, travel support, and research support—to meet these important objectives.

Affecting approximately one-quarter of the current faculty, the Young Faculty Development Program will enable Lawrence to shape the character of the faculty well into the coming century. The Joyce grant will support the program for six years, by which time sufficient new endowment is expected to underwrite its costs.

The need for this program and its importance to the institution may not



Carol Lawton (right), associate professor of art history, is one young faculty member who may benefit from the Joyce Foundation grant.





## Lawrence Ahead

be readily apparent since, over the years, Lawrence has done an outstanding job of attracting and retaining a talented faculty who are first-rate teachers as well as fine scholars. Both the quality of the undergraduate experience and the scholarly record of the faculty attest to this fact. However, to ensure the continued success of the academic mission requires that the college not only attract young men and women of talent but that it develop those talents in accord with its institutional character.

Given the current state of academe, the shrinking pool of qualified applicants, and the attraction of more highly paid jobs in business and industry, successful recruitment and subsequent retention of young faculty are increasingly difficult tasks which require special attention and additional resources if Lawrence is to maintain and enhance the caliber and distinctiveness of its faculty.

"The competition for bright teacher/scholars who understand and

value undergraduate liberal education has always been keen and it is growing more so with each passing year," says J. Michael Hittle, dean of faculty. "This heightened competition may be attributed in large part to the tight academic marketplace which has discouraged many fine undergraduates, for whom college teaching once seemed attractive, from pursuing academic careers."

Several recent national studies confirm this observation. The decline in the quality and numbers of the academic applicant pool is in itself serious. When coupled with predictions that there will be 500,000 positions to fill in academic departments in the next 25 years, the situation becomes grave indeed.

"To recruit successfully in such a market," continues Hittle, "we must be able to offer starting salaries that are competitive with those of other first-rate undergraduate colleges. In addition, we also must be attentive to the professional development of young

faculty in their first years at Lawrence."

Happily for Lawrence, the \$250,000 grant from the Joyce Foundation will assist greatly in accomplishing these goals. Each year approximately 20 continuing faculty and as many as five newcomers will be eligible for assistance under the terms of the grant. First and foremost, the base salaries of those eligible will be enhanced, making Lawrence a more attractive place to begin and to continue an academic career. Young faculty often find it difficult to secure outside funding for research as they begin to establish their academic credentials. Again, the Joyce Foundation grant will provide assistance. Similarly, partial travel grants will afford opportunities to associate with and to learn from others in one's field at professional meetings. Finally, the grant will help meet the added costs of teaching materials necessary for the development of new courses, thus offering the potential for an enriched curriculum.

### CAMPAIGN PROGRESS REPORT

July 8, 1986

We have passed another milestone: *Lawrence Ahead* surpassed \$30 million in gifts and pledges. With 16 months and \$5 million to go, 1986-87 promises to be a very exciting year.

#### Gifts Needed

Range	Number	Amount
\$2,000,000	2	\$4,000,000
1,000,000	6	6,000,000
750,000	8	6,000,000
500,000	10	5,000,000
250,000	12	3,000,000
100,000	20	2,000,000
50,000	30	1,500,000
25,000	60	1,500,000
10,000	100	1,000,000
less than 10,000	many	5,000,000

Total

\$35,000,000

#### Gifts and Pledges Received

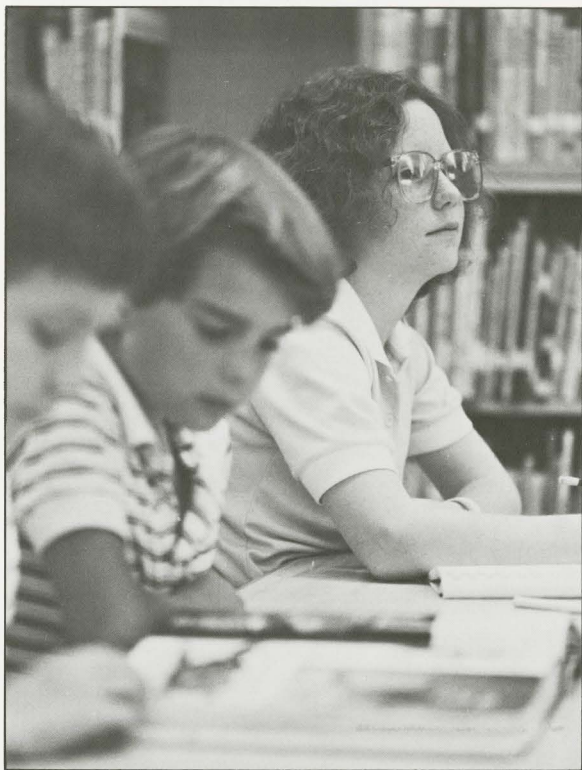
Number	Amount
1	\$2,575,000
6	6,393,791
4	3,052,200
3	1,675,369
18	5,725,062
18	2,651,769
28	1,815,546
37	1,212,166
78	1,275,008
many	4,028,723

\$30,404,635



# Schoolwise

*Attention, parents.  
You can improve your child's school.  
Martha Cluverius Brown, '51, tells you how.*



by Rachel Peot

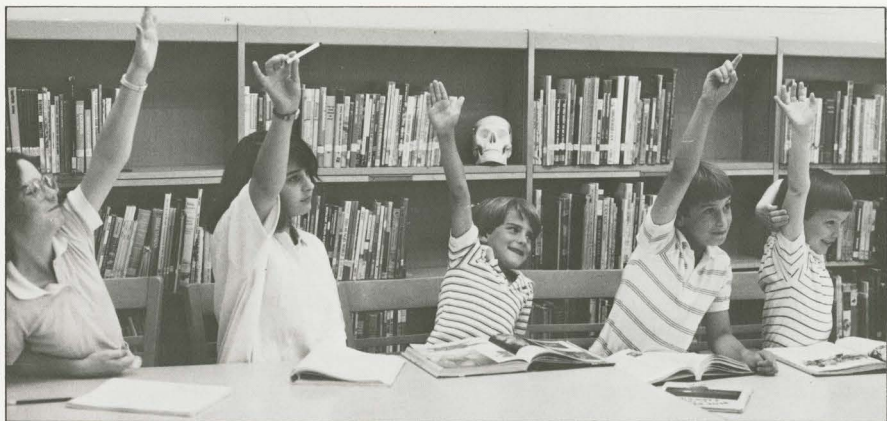
**Y**ou've read the news stories. High school graduates face the world with a diploma in hand but without the ability to read or write. Johnny can't add or subtract. Scores on the ACT and SAT have dipped to an all-time low.

Nevertheless, the Presidential Commission on Education shocked the American public in 1983 when it labeled this country "A Nation at Risk" because of the declining academic achievement in schools. Bold statements about the "rising tide of mediocrity" in education drew national attention. The spotlight focused on the problem.

The solution?

Martha Cluverius Brown, '51, offers her views on how parents can help secure the best education for their child in her recently published book, *Schoolwise: A Parent's Guide to Getting the Best Education for Your Child*. She writes from two viewpoints: as a former teacher of grades seven through the college undergraduate level and as a parent who has been involved with public schools since 1966, when the first of her four children entered kindergarten.

In a recent conversation, Brown maintained that findings in reports such as *A Nation at Risk* can leave parents with the false impression that the problems of inadequate education have been corrected.



"If things don't change in the classroom, these reports won't make any difference. The *Nation at Risk* report worried parents. But just worrying there isn't going to do any good. You have to give them the right tools—and that's the information they need to change schools."

The *Library Journal* called Brown's publication "a book full of sure-to-get-results advice." The first part of the book points out ways parents can encourage learning and discusses the parent-teacher conference. Part two explains how to evaluate test scores, determine your child's progress, help him or her learn to deal with problems, decide whether high school is offering your child the best opportunities, and deal with incompetent teachers. Part three addresses parents' rights in the educational system, the power structure in the local school system, and the mechanics of initiating a parent-action group.

The former teacher doesn't hesitate to criticize her former profession, pointing out that parents

should act as watchdogs over their children's education. As one review puts it, Brown's suggestions are bound to be controversial among educators. She maintains that parents should continually question those who instruct their children, never assuming that being a teacher indicates omniscience. But Brown does not blame the teachers for the lower academic performance prevalent today; she finds fault with the methods by which they are taught and the unions to which they belong, which, she believes, reward mediocrity and are damaging the teaching profession—and ultimately the education of children.

The book, by Brown's own admission, merely publishes what should be considered common sense. But Brown goes a step further in providing specific examples about situations parents may face in regard to their child's education. In a chapter about homework, Brown explains that if a child forgets about

a major project, the resulting zero will inculcate the importance of remembering. She writes, "The teacher has probably been reminding Larry's class about the project all along, so he will have had to do a lot of forgetting to create this emergency. Now you have two choices. You can get him what he needs to do the project. He can't do two weeks' worth of work in one night, so he won't have a very good project. He won't learn much either, but at least he won't get a zero. Or tell him you can't help at the last minute. It was his job to keep up on the job right along and tell you what supplies he needed. He will get the zero, but he'll also learn something about responsibility. A zero now won't look nearly as bad as the grades he'll get later if 'forgetting' becomes a habit."

Lawrence Assistant Professor of Education Stewart Campbell Purkey contributed to a recently released report by the U.S. Department of Education which echoes some of

Brown's observations about how parents can greatly influence their children's education. Purkey's research for "What Works: Research About Teaching and Learning" maintains the importance of principals, teachers, students, and parents agreeing on the goals, methods, and content of schooling. Purkey's findings about the characteristics of effective schools, like the majority of the 41 conclusions in the report, come as no surprise. In fact, they, too, strike most people as pure and simple common sense. But the report's recommendations are well documented by years of academic research. And as the introduction to the report points out, "parents are the child's first and most influential teachers."

Brown praises her experience at Lawrence, which gave her a "foundation for learning." She credits the college's atmosphere—describing it as one conducive to "hitting the books"—and the freshman studies program for opening her eyes to the world of ongoing education.

Brown has taught social studies, history, and English and has worked as a magazine editor, public relations writer, and writing consultant to a business.

When asked if she would classify herself as a good teacher, Brown replied that she thought she was. "I loved teaching." She mentioned that three of her history students went on to become history teachers, indicating to her that she exuded a love for learning.

As a college student and teacher, she harbored an interest in writing, an interest she now is fulfilling. Her essays, articles, and fiction have appeared in such publications as *The Christian Science Monitor*, *Esence*, *Family Weekly*, and *McCall's Working Mother*. In December she spoke to U.S. Department of Education Secretary William Bennett's study

### Brown's pointers on how to guide your child's early education:

- Rely on your common sense, your own experiences with school, and your background as your child's first teacher.
- Set the stage for learning by being an active listener, reading to your child, encouraging him or her to think independently, and limiting television viewing.
- Make the most of the parent-teacher conference by speaking with your child beforehand and by making sure you understand what the teacher is trying to say.
- Take the mystery out of test scores by recognizing that most school teachers are not test experts, by understanding that standardized tests are not always an accurate measure of your child's intelligence, and by questioning how test scores are used.
- Establish homework as a fact of life for your child.
- Check your child's progress by asking specific questions, looking beyond reports from school, and finding out how much time is spent on workbook activities compared to how much emphasis is placed on reading and writing.
- Recognize your child's social problems, keeping in mind that it rarely helps to become directly involved.
- Help your child make the most out of high school, realizing that you as a parent have the single most important qualification for giving your child good advice—you know him or her well; encourage a high school program that exposes him or her to all the basics.
- Learn to work with your child's teacher, relying on signals from your child that might indicate teacher incompetence.
- Speak up on your child's behalf, make sure his or her school records are in order, and know your rights as a parent.
- Determine who is responsible for deciding what your child is expected to learn.
- Persist in keeping tabs on schools through parents' groups.
- Impress upon elected officials how important it is to you that your child receives a good education.

group about parental involvement in the schools.

"To make sure children are getting a good education, parents need

to know how to tell the difference between effective and ineffective school programs." Brown anticipates her book will do just that. □



# CURRENTS



## Wind Ensemble wins down beat award

Lawrence's student musicians are on a roll. The Lawrence Wind Ensemble has been judged the best in the country.

Under the direction of Associate Professor of Music Robert Levy, the Wind Ensemble won top honors in *down beat* magazine's 1986 symphonic band performance competition.

*down beat* announced the ninth annual competition winners in its June issue acknowledging the best in collegiate composing, arranging, performing, and recording. The "decbees" are awarded on the basis of audio tapes submitted by schools of music, conservatories, and music departments from across the country, and judged by professional performers and nationally recognized music educators.

The Wind Ensemble received the award for its rendition of "Prevailing Winds," a composition by Rodney Rogers, associate professor of music at Lawrence, and "Symphony for Drums and Wind Orchestra" by Warren Benson.

Under Levy's direction since 1979, the Wind Ensemble has recorded two nationally available recordings of music by American composers Paul Creston and Warren Benson for the Golden Crest Records "Authentic Composers Series."

In addition, the Wind Ensemble performed for both the Wisconsin State Educators and the American Bandmasters Association conventions and premiered several new works by composers Rodney Rogers, Allan Blank, and John Harmon.

Individual members of the Wind Ensemble have represented Lawrence and the state of Wisconsin, performing as members of the U.S. Olympic Band in California and at Disneyworld, and performed this summer in New York City as members of the Statue of Liberty All American Marching Band.

## Seniors awarded Watson Fellowships

Lawrence seniors Douglas J. Mason and Brian G. Pertl have been awarded Watson Fellowships by the Thomas J. Watson Foundation in Rhode Island.

Two of only 70 students selected from 37 colleges across the country, Mason and Pertl will use the \$10,000 grants for a focused and disciplined postgraduate year of self-designed study.

Mason will study the "impact of deforestation on bird populations" on location in Brazil, Ecuador, and Costa Rica. Pertl will research "the music of meditation" on location in India.

Mason, a Dean's List student at Lawrence, has received two Phi Beta Kappa scholarship awards and was elected to Mortar Board, a national honor society.

Pertl, also a Dean's List student at Lawrence, studied in Germany during his junior year, received the Clyde Duncan scholarship, and performed on the bass trombone in

Lawrence's award-winning jazz ensemble.

Lawrence University is one of 50 selective U.S. colleges participating in the Watson Fellowship program.

## Sophomore awarded NEH grant

Lawrence sophomore Elizabeth Lehfelt has been awarded a National Endowment for the Humanities (NEH) grant for political science research this summer at Lawrence.

One of only four high school and college students from Wisconsin and one of 66 students nationwide selected for the honor, Lehfelt, a history major, will research and write a paper, "The Constitutional Convention and Congressional Bicameralism," under the auspices of the NEH Young Scholars Program.

Lawrence Longley, professor of government, will assist and supervise Lehfelt in her NEH grant project.

In commemoration of the 200th anniversary of the United States Constitution in 1987, NEH created the Young Scholars Program to encourage students to explore the meaning of the constitutional government and to share their findings.

Lehfelt, a 1984 graduate of Northside High School in Atlanta, Georgia, was a Kimberly-Clark Foundation Scholarship recipient in 1984, and last spring was inducted into Lambda Sigma, a scholastic honor society for sophomores.

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# FACULTY TODAY

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Lawrence has received a \$15,000 two-year grant from the Research Corporation, a Tucson-based foundation supporting the advancement of science, which will help fund biological research conducted by **Nicholas Maravolo**, professor of biology.

Maravolo will study amylose, the enzyme essential for brewing beer. This enzyme converts starch into simple sugars.

"Unfortunately, we're not interested in beer," Maravolo said, "but liverworts, plants resembling mosses. Questions we hope to answer include: Does the enzyme change when the plants get sexy? Are there changes in the protein or sugar components? Is this associated with a hormonal system? Is this enzyme the source of increased growth?"

Research Corporation has been sponsoring Maravolo's biological studies at Lawrence since 1968.

**Ronald J. Mason**, professor of anthropology, recently released his research findings about what many archaeologists consider the most important historic Indian habitat ever found in the Upper Great Lakes.

In his book, *Rock Island: Historical Indian Archaeology in the Northern Lake Michigan Basin*, published by the Kent State University Press, Mason reports on 32 weeks of field work over a five-year period.

Repeatedly occupied by Indian groups from 1641 to 1770, Mason identifies Rock Island as the Huron-Petun-Ottawa Indians' refuge following their expulsion from Ontario in the wars with the Iroquois. He also identifies the remains of Potawatomi Indians.

Rock Island, the northernmost Wisconsin island off the tip of the Door Peninsula, was visited by the French explorer LaSalle in 1679, and Mason and his field crews of Lawrence students also discovered

the remains of two small buildings used by La Salle's agents sent to collect furs.

Associate Professor of Psychology **Bruce Hetzler** recently presented a paper at the Third Congress of the International Society for Biomedical Research on Alcoholism in Helsinki, Finland. The paper, entitled "Differential effects of ethanol on photic and acoustic evoked potentials in reticular formation," was one of only 30 papers selected for oral presentation before the entire congress. The research dealt with alcohol's influence on the portion of the brain responsible for attention and arousal. Coauthors of the paper were Lawrence students Carrie T. Drake, '86, and Lisa J. McLarty, '85.

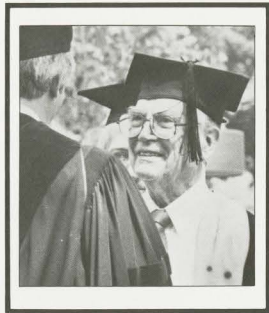


Stewart Purkey

**Stewart Purkey**, assistant professor of education, participated in a conference on "The Education of Black Americans" at Wingspread, Racine, Wisconsin, May 28-30.

The conference, sponsored by The Johnson Foundation, focused on how the findings of research on effective schooling can be applied by black organizations at the national and local level to improve the educational achievement of black children. Purkey presented an overview of the principal findings of research on elementary schools.

Jesse Jackson was the keynote speaker and Undersecretary of Education Gary Bauer spoke at the closing session of the conference.



**Warren Beck**, professor emeritus of English, died June 29 at the age of 90. Beck taught at Lawrence from 1926 to 1968. In addition, he wrote both fiction and literary criticism, publishing three novels, four collections of short stories, and about two dozen uncollected critical articles.

In 1961, he received Lawrence's Uhrig Award for excellence in teaching and in 1983, the college conferred an honorary Doctor of Letters degree on him at the commencement ceremony.

Memorials and remembrances may be directed to Lawrence.

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# SPORTS

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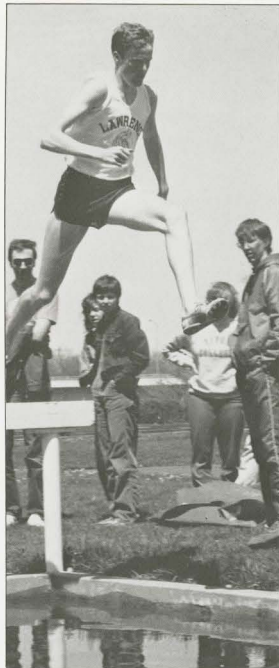
## Spring sports wrap-up

There weren't any culinary majors on this year's **men's track team**, but that didn't stop the Vikings from coming up with a recipe for success worthy of Maxim's menu: Combine first- or second-place team finishes in six out of seven meets with seven school-record performances, spoon in six individual Midwest Conference champions, top it with a NCAA Division III all-American and voilà!

No matter how you slice it, the 1986 outdoor track season definitely agreed with the Vikings. They claimed three meet titles, including the tough 10-team Carthage Invitational crown, in dramatic fashion. Trailing by one point going into the meet's final event, the 1,600-meter relay, the Vikes aired it out, winning the relay and capturing the team title by three points.

At the Midwest Conference championships, the Vikes repeated their fourth-place finish of a year ago, sending six athletes to the winners' stand, the most of any school in the conference. Senior Chris Berger ended his Lawrence career in style, winning his third straight conference 5,000-meter title and adding the 10,000-meter crown to his long list of accomplishments as well. While Berger was ending his career, freshman Steve Wereley was just beginning his. Talk about getting off to a good start—Wereley went the entire season unbeaten in the long jump and the triple jump, winning conference titles in both events. Junior Erik Ehler joined the winners' circle with his second consecutive conference championship in the javelin.

Senior Eric Griffin added the finishing touches to a great season and his memorable Lawrence career by winning his fourth straight Midwest Conference 3,000-meter steeplechase title, joining Ron Wopat, '78, as the only Viking ever to win four consecutive MC



*Head and shoulders above the competition during the outdoor track season, senior Eric Griffin (left) earned all-America honors in the steeplechase at the NCAA Division III nationals.*

crowns. Griffin also earned his second straight trip to the NCAA Division III nationals. Surviving the preliminaries, he advanced to the 12-man finals, where he earned all-America honors with a seventh-place finish, shattering his own school record in the process (9:04.29). Griffin became Lawrence's first track all-American since Jim Miller, '80, in 1978.



*Freshman Steve Wereley finished the year undefeated in both the long and triple jumps.*

The **women's track team** kept the record book editors busy all season as well. In all, 10 school records fell by the wayside as the lady Vikings finished their season seventh at the Midwest Conference championships.

Freshman sensation Stephanie Samuel had a hand in six of the 10 record-setting performances. The Vikings' lone conference champion, winning the long jump, Samuel set school records in the 100-meter dash, the long jump, and the shot



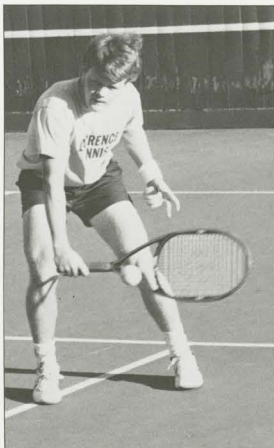
# SPORTS



*Strong finishes helped freshman Stephanie Samuel set school records in the 400-meter relay as well as five other individual and relay events.*

put. She also helped set three relay records. Senior Anne-Marie Melk helped set three relay records, while Elizabeth Brown, '87, set a school record in the 400-meter hurdles and Grace Robinson, '89, in the 400-meter dash.

It seems fitting that junior Susan Beckwith attended Walter Johnson High School. The ace pitcher of the **women's fastpitch softball** team, Beckwith has performed like Johnson, the baseball Hall of Fame pitcher and former all-time strikeout leader. Lawrence's most valuable player each of the past three years and an all-Midwest Conference selection the past two, Beckwith led the Vikes to a 7-10 finish. Doing yeoman's work, she pitched every inning of every game



*Junior Chris Laing answered the challenge of playing no. 1 singles for the Vikings by compiling a team-best 13-6 season record.*

this season, except for the last batter of the last game, setting a school record with 76 strikeouts.

Highlighting the season was a 6-2, 10-0 doubleheader sweep of Ripon in which Beckwith tossed a three-hitter in the opener and came back with a one-hitter in the nightcap.

It was rebuilding time for Mary Poulson's **men's tennis** team, which featured three freshmen in this year's starting singles lineup. The Vikes finished 4-7 in dual meets, placed second at their own nine-team invitational, sent three singles and one doubles team to the finals of the tough UW-Whitewater Invitational, then closed the season with a solid fifth-place showing at the Midwest Conference tournament. C.J. Laing, '87, who started the year at no. 2 singles before moving up to no. 1, finished the season with a team-leading 13-6 record. A pair of freshmen, Jim

Karst and Mark Rehder, were the Vikes' top finishers at conference. Playing no. 3 doubles, they won three matches to reach the finals before settling for second place.

If Admiral Perry had been the coach of the **men's baseball** team this year, he may have amended his famous quote from "we have met the enemy and they are ours," to "they are us." The Vikes were tougher on themselves than most of their opponents during a 5-16 (1-7 in conference) season that saw them develop a penchant for not scoring with no outs and the bases loaded or committing errors in inning-ending situations. Typical of the way the season went was the second game of a doubleheader with Ripon. After losing the opener 7-3, the Vikes took a 7-6 lead into the bottom of the seventh. With two outs and no one on, a throwing error on a ground ball back to the pitcher opened the door for a walk and a subsequent three-run homer that sent the Vikes home losers, 9-7.

While the Vikes struggled as a whole, several Vikes had outstanding individual seasons. No less than six players batted .300 or better, led by senior Dave Comber, who hit .418 en route to team MVP honors, and freshman Bill Briesemeister, who hit .383 with a team-leading 19 runs batted in. Sophomore pitcher Brad Snelson set a school record for strikeouts in a season with 51.

The **women's tennis** team added a spring schedule this year to their usual fall matches, competing in three dual meets and a tournament. Freshman Linda Tomtshak picked up where she left off in the fall, winning six of eight matches to finish with a school-record 21-6 overall record at no. 1 singles. She placed third at the tough 32-player Luther Invitational and almost earned a trip to the NCAA Division III national tournament. Tomtshak was selected as an alternate to the nationals.

# ALUMNI TODAY

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Director of Alumni Relations

Mary K. Hemling

Assistant Director of Alumni Relations

Katy Schwartz, '84

"Alumni Today" Editor

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Phyllis Anderson Roberts, '56

Marlene Crupi Widen, M-D '55

Richard L. Yatzek

Faculty Representative

Jeanne Albrecht Young, M-D '46



Robert Schupp, '51, presides over the alumni association's board of directors.

**15** Gertrude Puelicher, M-D, Three Lakes, Wis., writes a regular column for *Exclusively Yours*, a Milwaukee magazine. The title of the column is "God's Corner."

**25** Arthur Gruhl, Racine, Wis., and his daughter Artha Gruhl Hornbostel, '54, are planning a trip to India this Sept. Myrtle Schuerman Lucht, Wauwatosa, Wis., was featured in the "spotlight" column of the Lutheran Home for the Aging's *Banner*. Myrtle's work for the Lutheran church and Lawrence was highlighted. Myrtle was honored last year with the LUAA Outstanding Service Award.

**27** **60th Reunion—June 19-21, 1987.**

Pete Muck, class agent, Appleton, and Mur-na Wickert Weller, class secretary, Appleton, attended a 60th reunion planning workshop on campus on April 19, 1986. Others serving on the planning committee are Harold Briesse, Appleton, Harold Fuller, Appleton, and Harry Snyder, Tucson.

**28** Florence Wilkins Cappon, Manhattan, Kans., went on a three-week elderhostel trip to Germany last summer. Wu-Chi Liu, Menlo Park, Calif., will be listed in the 10th edition of the *Dictionary of International Biography*. Verel Knaup Porter, Corrales, N.M., does volunteer work at the Corrales Library. Douglas West, Ft. Lauderdale, Fla., took a cruise on the Queen Elizabeth II through the Caribbean Islands. Hanford D. Wright, Schenectady, N.Y., took a five-week trip through Georgia, where he attended three elderhostels. Hanford and his wife attended the 5th assembly of Camps Farthest Out International in Switzerland. Margaret Zemlock, Miami, is involved with church work and the Young at Heart Club.

**31** Paul Fischl, Manitowoc, Wis., was enshrined into the Lakeshore All Sports Hall of Fame on April 30, 1986. Paul worked at Fischl Ice Cream and Dairy Co. for 40 years before his retirement.

**32** **55th Reunion—June 19-21, 1987.**

Maxine Fraser McDougal, class secretary, Syracuse, Ind., Ralph Colburn, class agent, Hiles, Wis., Bernice Schmieg Muck, Appleton, Earl Miller, Appleton, Elizabeth Plowright, Appleton, and Muriel Renner Johnston, Appleton, attended a 55th reunion planning workshop on April 19, 1986. Bernice Muck will be the 55th reunion coordinator. Anyone interested in serving on the committee should contact Bernice at 414/733-4845.

**33** Katherine O'Neill Anderson, M-D, plans to move to Cedar Ridge, a retirement community near West Bend, Wis. Jean Kaminsky Ehren, M-D, Dixon, Ill., is active in church and volunteers at the Reagan Home. She and her husband, Walton, celebrated their 50th wedding anniversary in Sept. 1985. Janet Sloan Hanna, M-D, traveled to New Zealand and the Fiji Islands. Charles Watkins, Santa Cruz, Calif., was recognized by the Boy Scouts of America when he became the first Santa Cruz resident to receive the Distinguished Eagle designation. He became an Eagle Scout in 1928. Charles worked for 32 years as regional director of Pierce National Life Insurance Co.

# ALUMNI TODAY

**34** **Ruth Steidt Radimersky, M-D**, Venice, Fla., held a mini-reunion for the Milwaukee-Downer Class of 1934 on March 19, 1986.

**36** **Elizabeth Tennant**, Portage, Wis., returned to Japan in June for six months. She is working with a social center in north-central Japan.

## **37** 50th Reunion—June 19-21, 1987

**Florence Magee Liebich**, class secretary, Plymouth, Wis., **Clifford Osen**, class agent, Green Bay, and **Maxine Goeres Kellogg**, Appleton, attended a 50th reunion planning workshop at Lawrence on April 19, 1986. **Alice Stroud Roemer**, Appleton, also is working on the committee. Anyone interested in joining the committee should contact Florence at 414/893-5784. **Anita Andrae Wray, M-D**, Stevens Point, Wis., traveled to Appleton to attend a 50th reunion planning workshop on April 19, 1986, as well. **Virginia Timm Meyer, M-D**, class secretary, New Holstein, Wis., and **Annabelle Leverson McGuire, M-D**, Highland Park, Ill., also are serving on the committee but were unable to attend the workshop. Anyone interested in joining the committee should contact Virginia at 414/898-4962.

**38** **Laura Thickets Halford**, Norwell, Mass., traveled to Brazil in March. **Sam Leete**, Frankfort, Mich., has retired after 33 years of teaching and coaching in Janesville, Wis. **Edna Earle Lewis**, Beloit, Wis., and her husband took a trip to the British Isles last summer. **Kate Christy Marcell**, Wisconsin Rapids, Wis., works in a Sunday school and at the Family Center, a refuge for abused women and children. **Vicki Agee Moffatt**, Indianapolis, Ind., is vice president of rehabilitation at the Crossroads Rehabilitation Center. **Ruth Chapelle Nash**, Manitowish, Wis., teaches a creative writing class at Lakeland College. She and her husband vacationed in Barbados in March.

**42** **Margaret Eaton Gerlach, M-D**, retired from California State University, Long Beach, in Sept. 1985, where she had been a professor and counselor. She recently moved to Marblehead, Mass., where she renovated her summer home.

**44** **Howerde Sauberlich**, Birmingham, Ala., professor and director of the Division of Experimental Nutrition at the University of Alabama, has been named a fellow of the American Institute of Nutrition.

**45** **Bill Luedtke**, Virginia Beach, Va., has been appointed by the Secretary of the Navy to an advisory committee on Navy and Marine Corps retired personnel.

**46** **Peggy Dunn Grimm**, Delafield, Wis., is a teacher and has an antique shop. **Luana Kamp Lewis, M-D**, Houston, markets hospitals for Methodist Hospital Health Care System. **Geraldine Skinner, M-D**, Dallas, is an occupational therapist. **Ruth Foxwell Wenzel, M-D**, Evanston, Ill., is an occupational therapist.

## **47** 40th Reunion—June 19-21, 1987

**Phyllis Blair Wallis**, Appleton, and **Mary McCarter Miotke**, Appleton, attended a 40th reunion planning workshop on April 19, 1986. Others serving on the reunion committee include **John Lynch**, co-class agent, Cary, Ill., and **Rose Gmeiner Bleier**, Appleton. **Elaine Fryer Eifler**, Racine, Wis., is a travel consultant. **Sally Ronney Lawson, M-D**, Wheaton, Ill., and **Betty Donrose Brown, M-D**, Green Bay, attended a 40th reunion planning workshop at Lawrence on April 19, 1986. Others interested in serving on the M-D committee should contact **May Uchimoto Naito, M-D**, class secretary, Costa Mesa, Calif., at 714/979-3160.

**48** **Elaine Strauschild Blatt**, Artoe, Wilmette, Ill., is a lawyer and partner in a small law firm. She recently traveled to the Soviet Union. **Robert Curry**, Madison, Wis., is president and CEO of CUNA Mutual Insurance Group. The Madison *Capital Times* has named Bob executive of the year. **Richard Flom**, Minneapolis, is program manager in the defense systems division of Honeywell, Inc. **Helmut Krueger**, Elgin, Ill., is a physicist working in fiber-optics for the Gould Research Center. **William McGonagle**, Muscatine, Iowa, is the director of the Muscatine Art Center. He also serves as a trustee for the Upper Midwest Conservation Association and the Minneapolis Institute of Arts and as secretary of the board of directors of the Iowa Museum Association. **Robert D. Peterson**, Milwaukee, is retiring after 35 years of teaching art. **Ted Roeder**, Rosholt, Wis., is a professor at the College of Natural Resources at the University of Wisconsin-Stevens Point.

**50** **Fern Collins Anderson**, Rudyard, Mich., is a substitute teacher. She also works with non-reading prisoners. **Jean Bunks Ashton**, Darien, Conn., works for a division of Dunn & Bradstreet. **Dick Bauer**, Neenah, is corporate vice president, research and development, at James River Paper Company. **Earl**

**Berry**, Wauwatosa, Wis., is a paper sales representative. **Barbara Clemons Bump, M-D**, is a sixth grade teacher. **Calvin Chamberlain**, Wausau, Wis., is senior vice president of Wausau Insurance. **Jim and Mary Lamers Grist** keep busy in Appleton. Jim is vice president, research, at Miller Electric. Mary is an account executive with Creative Group, Inc. **Jack Hafner**, Woodruff, Wis., is director of the Family Resource Center, which provides mental health, drug, and child welfare services to the Lac Du Flambeau band of Lake Superior Chippewa Indians. **Jane Rumpf Knight**, Milwaukee, is an English teacher at Rufus King High School. **Harvey Kuester**, Tacoma, Wash., is safety director with the Washington State Department of Transportation. **Marion Barnes Nicolay, M-D**, Hartford, Conn., runs a mail order business from her home. She has published two cookbooks and is now working on another book.

**Jerome Popke**, Richardson, Tex., has been an attorney with the federal government for more than 30 years. He has received a federal fellowship and is currently program director for Health Care Financing Administration. **Frank Sanders** is personnel manager with Appleton Papers. **David Stackhouse**, Nashville, Tenn., is a specialty contractor and owner of his own business. **Arthur Thiel**, Baton Rouge, La., retired in Jan. 1985 as president of the Public Affairs Research Council. Since retirement he has developed and organized a United Way fund for the arts in Baton Rouge and a fundraising drive for LSU. **Karl Tippet**, Winnetka, Ill., is a senior partner in a 170-member law firm.



*Marjane Meisner Flom, '50, met with students while attending a recent alumni association board of directors meeting.*



# ALUMNI TODAY

**Elizabeth Vines**, St. Charles, Va., is an alcoholism counselor. **Richard H. Wright**, Santa Barbara, Calif., is the managing director of the Music Academy of the West.

**51 Allan Hallock**, Arvada, Colo., is a geologist. He is vice president and exploration manager of the Gemini Corporation.

**52 Arthur and Jacqueline Harpole Boehme** have moved to central New York. Art has retired from the foreign service. **Richard Boya**, Burnsville, Minn., is a professional fundraiser. **Bill Cooley**, Pittsburgh, recently published *Decision Oriented Educational Research*, his fifth book in the field of statistics and evaluation in education. He has been appointed dean of the University of Pittsburgh's Semester at Sea program for the winter 1987 term. His wife, **Cynthia Furber Cooley**, '53, will be the artist-in-residence on board the ship. **Tim DuVall**, Appleton, is a stockbroker and certified financial planner. **Gerald Flom**, Minneapolis, is a partner in the law firm of Faegre & Benson. **Chan Harris**, Sturgeon Bay, Wis., is a newspaper editor-publisher. **Mary Hoffmann Hines**, White Plains, N.Y., is a voice teacher. **Wm. Jared Ingersoll**, Winnetka, Ill., a history teacher at New Trier High School, recently received the University of Chicago's Distinguished Teacher Award. **Allan Mink**, Ft. Lauderdale, is a banker and investor-developer. He also is president of Colonel's Island Development Corp. His wife, **Janis Weller Mink**, is associate city planner of Ft. Lauderdale. **Joan Swartzlow McDougal**, Dillon, Mont., is a librarian. **Joyce Stanciele Murray**, Milwaukee, is a music teacher. She was named teacher of the year for Maple Dale Indian Hill School District for 1985. **Joan Arado Peterson**, Encino, Calif., recently retired as a high school drama teacher and chairman of the performing arts department at Kennedy High School in Granada Hills, Calif. **Ted Runyon**, Atlanta, is professor of systematic theology at Emory University. He recently published his fourth book, *Wesleyan Theology Today*. **Diane Kent Saevig**, Bergen, Norway, is a music teacher. **Robert Schwab**, Reno, Nev., is executive vice president of Credit Managers Association of Northern Nevada.

**53 Edward B. deSilva**, Davenport, Iowa, was appointed by the governor of Iowa to the position of district court judge in the Seventh District. **Jean Reynolds Pooler**, Appleton, is a teacher/counselor in vocational technical adult education. Her husband, **Larry Pooler**, '52, is vice president/sales manager of Moe Northern Co. **Chuck Rohe**, Orlando, Fla., is the executive director of the Florida Citrus Bowl.

**54 Barbara Burnham Rider**, Kalamazoo, Mich., has been named to the roster of fellows of the American Occupational Therapy Association. She currently is a professor at Western Michigan University.

**55 Shirley Gebhard Ellenberger**, Leawood, Kans., is a travel director for the Maritz Travel Company.

## 56, 57, 58

30th Reunion—June 19-21, 1987

**Karin Krieger Brown**, '57, Green Bay, and **Dave Hathaway**, '57, Neenah, Wis., are serving as reunion co-coordinators. They attended a reunion planning committee meeting on campus on April 19, 1986. Tentative plans include a Friday night cookout to be organized by **Judy Walworth Bare**, '56, Monroe, Wis., a musical program organized by **Sue Fortney Walby**, '58, Viroqua, Wis., and an afternoon of tennis or golf organized by **Dick and Carol Bowman Rine**, both '57, Appleton, and **Warren Manthey**, '57, Green Bay. Others who attended the planning workshop included **Mary Hadley Speers Schneider**, '57, Wayzata, Minn., **Joseph Ziemann**, '57, Green Bay, **Chuck Merry**, '57, Appleton, and **Merrily Watters Thomas**, '58, Fairfax, Va. Anyone interested in serving on the committee should contact David at 414/725-8280 or Karin at 414/336-1552.

**56 30th Reunion—June 19-21, 1987**

**Roger Hartjes**, Stamford, Conn., is the office manager of a publishing company. Roger also heads a brass ensemble and sings in a semi-professional group, the Ogdens Bookers Choral. **William W. Joyce**, professor of education at Michigan State University, is editor of a new book-length publication of the National Council for the Social Studies. He has published seven professional textbooks in the field of education.

**58 30th Reunion—June 19-21, 1987**

**Jim Fetterly**, Minneapolis, recently traveled to Kenya and Ethiopia to participate in the study of a number of World Vision projects. **Sue Fortney Walby**, Viroqua, Wis., is a piano and organ teacher and the organist at the Viroqua Good Shepard Lutheran Church.



## PARENTS WEEKEND

October 17-19, 1986

## HOMECOMING

October 25, 1986

SAVE THE DATES!

**59 Joan Warren Hershey**, Providence, R.I., is a marketing product manager for Allied Aftermarket Division.

**60 Linda Ohlander Jessen**, Carson City, Nev., is an attorney for the state of Nevada.

**61 Marcia Duin Menkowski**, M-D, director of Alverno College's Office of Research and Evaluation and professor of psychology, has been awarded the Kuhmerker Award by the Association of Moral Development for her research on moral and intellectual development during the college years.

**62 25th Reunion—June 19-21, 1987**

**Mary J. Bernhardt**, M-D, Milwaukee, traveled to Appleton for a 25th reunion planning workshop. Mary was joined by several people from the M-D class of '64, as a joint reunion is being planned with M-D '64-'67. Others in attendance were **Lorraine Hoffmann**, M-D '64, Chicago, **Mary Ann Gibbon Norton**, M-D '64, Oshkosh, Wis., and **Mary Te Selle**, M-D '64, Madison, Wis. Also serving on the committee are **Barbara Borns**, M-D, Waunakee, Wis., **Barbara Edens Mayhew**, M-D, '64, Jefferson, Wis., **Bonnie Maas McLellan**, M-D, class secretary, University Park, Md., and **Karen Thunberg**, M-D '64, Alexandria, Va. Anyone interested in serving on the committee should contact Bonnie at 301/779-1429 or Karen at 703/836-6178. **Charles Engberg**, Milwaukee, is an architect with Kahler Slater Torphy Engberg. The firm recently won Wisconsin Society of Architects' 1986 design awards for the campus center at Cardinal Stritch College and the art museum at Marquette University. **Peter and Pat Webb Thomas**, Kalamazoo, Mich., are serving as co-coordinators for Lawrence's 25th reunion. They, together with **Jane MacAskill Vaupel**, Elmhurst, Ill., and **Sue**

# ALUMNI TODAY

**Brehm Strachen**, Lake Forest, Ill., are recruiting the 25th reunion planning committee. They met on campus on June 12 to begin to formalize plans. If you are interested in serving on the committee, contact Peter or Pat at 616/344-4528.

**63 Robert Dickens**, Worcester, Mass., is a physician. He also has opened an art gallery, **Gallery 35 Janet Dinsmore**, Washington, D.C., is the publisher and editor of *Justice for Children*. **Marjorie Middleton England**, Chipperfield, United Kingdom, is a senior lecturer in anatomy. She also is writing a book on neuroanatomy for medical students. **Bronson Hall**, Chicago, is vice president of The Northern Trust Company. **Bonnie Maier Kohler**, Oakland, Calif., owns her own interior design firm. **Steven D. Myers**, Birmingham, Mich., has joined the law firm of **Augsperger & Croll**, P.C. **William Pomerantz**, Chicago, is president of Acme Printing Company and owner of its holding company, **Sui Generis**. **Robert Svenson**, Charlotte, N.C., is a doctor at the Sanger Clinic.

**64 M-D Reunion**—to be held with M-D '62, '65, '66, and '67, June 19-21, 1987

**Patricia Cartwright**, M-D, is the curriculum coordinator for Madison Area Technical College, Madison, Wis.

**65 M-D Reunion**—to be held with M-D '62, '64, '65, and '67, June 19-21, 1987

**David Cooper**, Duxbury, Mass., is the director of environmental services for Briggs Associates.

**66 M-D Reunion**—to be held with M-D '62, '64, '65, and '67, June 19-21, 1987

**James A. Davis**, Rochester, Minn., is a data processing programming manager for Systematics, Inc.

**67 M-D Reunion**—to be held with M-D '62, '64, '65, and '66, June 19-21, 1987

**Sue Zimmerman Brown**, Sioux Falls, S.Dak., serves as vice president of the Sioux Falls School Board and is treasurer of the Sioux Falls Housing Authority. **Marcus Diamond**, Baltimore, is the associate dean of the School of Arts and Sciences at Johns



*Christopher M. Vernon, '67, chairs the LUAA nominations and awards committee. Kit is president of Andreus-Mautner Inc., an advertising, marketing and public relations firm in Milwaukee.*

Hopkins University. **Carter J. Eckert**, Belmont, Mass., is a visiting professor of Korean history at Harvard University. **Margy Easterline Gray**, Kensington, Md., is a high school administrator. She also is pursuing a PhD degree. **Karen Chobot Hunter**, Omaha, Nebr., is pursuing a master's degree in education. **Harford Igleheart**, Charleston, S.C., is a lawyer and partner with Igleheart & Wendt. **Pamela Schilling Johnson**, St. Paul, Minn., is a calligraphic artist and consultant for Pendragon Studio and Supply. **Richard Johnson**, Davenport, Iowa, is a chaplain supervisor at St. Luke's Hospital. Last March, Rick and his wife, **Sally Hickerson Johnson**, '68, spent a ten-week sabbatical in Scotland, where Rick was rector in two rural parishes. **Gerry Max**, San Francisco, is a paralegal consultant at a large law firm. **Joseph Medine**, Reseda, Calif., is a union negotiator with the American Federation of Television and Radio Artists. **Lee Galda Pellegrini**, Athens, Ga., is an associate professor in the department of language education at the University of Georgia. **Nancy Sell**, Green Bay, is a professor at the University of Wisconsin-Green Bay. She co-authored the book *Energy: A Conceptual Approach*. **Char Nelson Singleton**, Atherton, Calif., teaches time management seminars. She serves on the board for the National Committee for Adoption. **Martha Colburn Stoune**, Two Rivers, Wis., teaches a parenting class for the

Department of Social Services. Martha also is pursuing a master's degree in social work. Her husband, **Larry Stoune**, is a physician specializing in internal medicine.

**69 Herbert F. Young**, Blue Springs, Mo., has been named director of the department of health education of the American Academy of Family Physicians. He also has passed the boards in family practice and was named a fellow of the American Academy of Family Physicians.

**70 Bruce Campbell**, Canandaigua, N.Y., is a veterinarian and owns the Finger Lakes Animal Hospital. **Ed Engle**, Farmington Hills, Mich., is an actuary for Alexander Hamilton Life. **Julie Gross Davis**, Kiel, Wis., is a librarian for the Kohler schools. Her husband, **Bill Davis**, is a product manager for the Kohler Co. **Charles Gallmeyer**, Grand Rapids, Mich., is vice president of Gallmeyer & Livingston Co., a machine tool business. **Kevin Gilmartin** recently has been made associate group director in the Palo Alto office of the American Institute for Research. **Vance Gudmundsen**, Fairview, Pa., is the assistant general counsel for the Erie Insurance Group. **Susan Terry Kramer**, West Beach, Fla., is co-owner of the Classic Car Wash. **Marlon Paris** received a PhD degree from Indiana University. She will join the faculty of the Graduate School of Library Science at the University of Alabama on Sept. 1, 1986. Her dissertation won first place in the 1986 dissertation competition sponsored by the Association for Library and Information Science Education. **Andrew Reitz**, Pittsburgh, is a clinical psychologist and program director for Pressley Ridge School. **Jan Pollock Rivers** and her family have moved to Basel, Switzerland. **Janine Sagert**, Austin, Tex., teaches stress management to businesses. Her clients include the *Wall Street Journal*, Motorola, and the Hearst newspaper publishers. **Craig Welch**, Petaluma, Calif., is an attorney with Stokes & Welch. **Dean Whiteway**, LaCrosse, Wis., is a physician with the Gunderson Clinic. Dean also is the organizer at the First Presbyterian Church and was the featured organist at a Feb. 23, 1986, recital. **Nancy Winbiger**, Berkeley, Calif., is in computer operations management for Bank of America.

**71 Steven Bartel**, Knoxville, Tenn., is a research scientist in aquatic ecology at Oak Ridge National Laboratory. He spent Nov. 1985 working with German scientists in Munich. **Ann Niebling Bartle**, Skillman, N.J., is working toward an

# ALUMNI TODAY

associate degree in nursing. **Jean St. Pierre Beyer**, Houston, completed a master's degree in curriculum and supervision at the University of Oregon in Aug. 1985. **Mary Alice Brauer** moved to Denver last year to open a branch of the law firm that she has been with since 1975. Her specialty is pension law. **Craig Christensen**, Edina, Minn., is vice president and general counsel with a real estate development firm. **Jean DeLauche**, Milwaukee, is library director at Alverno College and president of the Library Council of Metropolitan Milwaukee. **Jim Heinsimer**, Durham, N.C., is a cardiologist on the faculty of Duke University Medical Center. **Kolleen Egan**, Waukesha, Wis., is a graduate student in South Asian studies at the University of Wisconsin-Madison. Her husband, **Gar Kellom**, '69, is vice president and dean of students at Carroll College. **Marcia Ketchum**, Denver, is an architectural drafter/graphics artist for W.D. Muchow and Partners. **John Kunert**, Fremont, Neb., is a manufacturer's representative for Ferguson-Keller Association. **Kristin Linner**, Minneapolis, earned a master's degree in immunobiology/microbiology at the University of Minnesota. She is now pursuing a PhD degree. **Pat Spoel Ravesloot**, Tucson, is a forest archaeologist for the Coronado National Forest. **Rich Rothschild**, New Hall, Calif., is a designer/producer at Walt Disney Imagineering. **L.V. Silvester III**, Kentwood, Mich., received a law degree from the Thomas Cooley Law School in Jan. 1986. **John C. Woodruff**, Manchester, Vt., recently joined the Equinox Hotel as director of sales and marketing. **Howard Zabler**, Milwaukee, participated in a juried fashion show on March 14 at the Milwaukee Art Museum.

**72 Thomas Jenkins**, Racine, Wis., is president and CEO of Heritage Bank & Trust Co.

**73 Katharine Miller**, Milwaukee, is a planning specialist at the Community Relations-Social Development Commission. **Marcia Mittelstadt**, Jackson, Tenn., assistant professor of music at Lambuth College, has been accepted into membership of Pi Kappa Lambda National Music Honor Society at Memphis State University. **Peter Roop**, Appleton, was selected as Appleton Area School District Educator of the Year. He was cited for his dedication, special knack with children, humor, sensitivity, and caring attitude. Peter teaches at McKinley School and has a growing reputation as a writer of children's books.



*Jonelle Secard Worms*, '76, and her husband, Percy, welcomed Laurence's Marine Biology Field Term group to their yacht, the *Cayman Dream*, in April.

**74 Christopher Been**, Brattleboro, Vt., teaches music in the Brattleboro public schools at the elementary level. Chris presented a recital on April 4 sponsored by the Windham County Arts Council. Chris also will spend four weeks in Hungary this summer at the Kodály Centre for America. **George Bennett**, Truckee, Calif., is a geologist/exploration manager for Placer Management Group. **Mark Dillingham**, Denver, a faculty member in the Department of Medicine, University of Colorado Health Science Center and Veteran's Administration Hospital, has published a paper in the March 28, 1986, issue of *Science* magazine. **Deborah Leonard**, Philadelphia, is a visiting research scientist at E.I. DuPont de Nemours. **Anne Trucano Sincerbeaux**, Weston, Mass., is in software sales with Gold Hill Computers, Inc.

**75 Michael Green**, Wexford, Pa., is a sales manager for the SMS Hasenclever division of Sutton Engineering. **Laurie L. Stearns**, Annapolis, Md., is the editor of the Naval Institute Press.

**76 Mark Aschliman** has joined a medical practice in Shorewood, Wis. Mark is an orthopedic surgeon. **George M. Beshers**, recently moved to Storrs, Conn. He is a member of the computer science faculty at the University of Connecticut. **Jill Dalton**, Minneapolis, is an assistant in the education division of the Minnesota Hospital

Association. **Ken Kolodner**, Baltimore, has earned a PhD degree in public health from Johns Hopkins University. **Michael Lofton**, Chicago, played the role of Jim in the Metropolitan Opera production of *Porgy and Bess*. The opera was broadcast Feb. 8, 1986, on the Texaco-Metropolitan Opera Radio Network. **Clare McCulla**, McLean, Va., is the managing attorney for Legal Services of Northern Virginia. **Samuel Morris**, Memphis, Tenn., joined the law firm of Gerber, Gerber & Agee. He specializes in union-side labor law. **Gene Peterson**, Seattle, is in private practice in anesthesiology. **Mary Richter**, Atlanta, is the director of instructional design services for Crawford Communications.

## 77 10th Reunion—June 19-21, 1987

**Harry Kraemer**, Evanston, Ill., **Jeff Royer**, Chicago, **Jeff Woodward**, Chicago, **Andy Mead**, Appleton, **Anne Sullivan Norman**, Appleton, and **Sharon Rowe**, Minneapolis, attended a May 17, 1986, Reunion '86 workshop in Appleton. Anyone interested in serving on the 10th reunion planning committee should contact Harry Kraemer, reunion coordinator, at 312/328-8996. **Ted Donovan**, Arlington, Va., is the assistant chief of the bankruptcy division of the Administrative Office of the United States Courts. The administrative office is the policy-making body of the federal judiciary. The bankruptcy division oversees all of the bankruptcy courts in the country. **Marcia Hatch**, Lowell, Mass., is a lawyer with the Essex County District Attorney's Office. **Laurence Smith**, Minneapolis, has been promoted to the position of executive vice president of Bemis Company's Nashua Blow Molding Division.

**78 Cynthia Estlund**, Washington, D.C., is a lawyer in the labor firm of Bradhoff & Kaiser. **Ingrid Grinde**, Baltimore, is an attorney. **Pamela Marshak**, Santa Ana, Calif., is a copy editor for *The Orange County Register*. **Michael Munson**, Milwaukee, is an arborist for the City of Milwaukee's Bureau of Forestry. **Susan Saunders**, New York, is a national sales representative for ROLM Communications.

**79 Bruce Melchert**, Wilmar, Minn., is a junior high school German teacher. Bruce led a student group to Germany last summer and is planning another trip with students this summer. **Stuart Spencer**, New York, has written a one-act play, *Moonlight Kisses*, that is now playing at the Ensemble Studio Theatre in New York.



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The *New York Times* described the play as "a cleverly constructed romantic comedy" and Stuart as "a fine craftsman" whose "perception of modern values and attitudes is acute." **Molly Teas**, Kathmandu, Nepal, is the director of the University of Wisconsin College Year in Nepal program. **Robert Trettin**, Elm Grove, Wis., is a dentist in private practice.

**80 Charisse Bruno**, Park Ridge, Ill., is an attorney. **Kimberley Longacre**, Philadelphia, is a market analyst for International Mill Services, Inc. **James Wilke**, Laredo, Tex., is a district engineer.

## 81, 82, 83

5th Reunion—June 19-21, 1987.

**Cathy Dempsey**, '82, Naperville, Ill., and **Sue McGrath**, '81, co-class secretary, St. Paul, Minn., are serving as reunion co-coordinators. Cathy and Sue attended a 5th reunion planning workshop on campus April 19, 1986. They were joined by **Lisa Gardner Fritzsche**, '82, co-class secretary, Urbana, Ill.; **Dave and Luann Pichiotti Blowers**, both '82, Chicago; **Bruce and Lizz Read Loder**, both '82, Thiensville, Wis.; **Anne Taylor Persuad**, '83, Wilmette, Ill.; **Jody Koteski**, '83, Milwaukee; **Paul Jenkins**, '83, Northfield, Minn.; **Josh Gimbel**, '83, Madison, Wis.; **Einar Tangen**, '83, Milwaukee; and **Ann Derse**, '81, Wauwatosa, Wis. Anyone interested in serving on the committee should contact Cathy at 312/355-2673 or Sue at 612/699-2219.

**81** 5th Reunion—June 19-21, 1987.

**David Becker**, Washington, D.C., has completed research on a major volume on political action committees. The study, *Business PACs and Ideology in the 1984 Elections*, will be published by the Free Congress Research and Education Foundation. **James Gandre**, New York, is now the director of career planning and placement at the Manhattan School of Music. Jim has been assistant director of admissions at Manhattan. **Don Geenen** of Green Bay has written a book, *Learning Apple FORTRAN*, recently published by Computer Science Press. The book led to his appointment as the FORTRAN consultant to *Cal-A.P.P.L.E.* magazine. A.P.P.L.E. is the world's largest Apple Computer users group. Don's first article for the magazine, "Review of Apple Pascal 1.3," appeared in the May 1986 issue. Don is a computer science teacher at Green Bay's Premontre High School. **Andy Gosnell**, Deerfield, Ill., is in graduate school

at Trinity Evangelical Divinity School. **Kristin Kieft**, Milwaukee, is a paraprofessional aide in the French immersion program in the Milwaukee Public School System. **John MacElwee**, Napa, Calif., is the director of marketing and development for the Napa Valley Symphony Association. **Jim Plotrowski**, Palatine, Ill., is a financial analyst with Motorola, Inc. **Anne Tew**, Big Fork, Mont., is a lab technician at the University of Montana.

**82** 5th Reunion—June 19-21, 1987.

**Karl E. Anderson**, Westwood, Mass., is a self-employed woodworker and furniture designer. **Beth Austin**, Hanover, N.H., is the recipient of a grant from New England Telephone for her project CALL ME, which will debut at Moon Brook Arts Union. CALL ME is a modern day technological display of art and sound. **Ross Daniels**, Villa Park, Ill., is an account representative coordinator with AT&T Communications. **David P. Lawson**, Washington, D.C., is a chef at the Maison Blanche. **Patricia Merkle**, Columbus, Ohio, is pursuing a graduate degree in educational student policy and leadership at Ohio State University. She also is a teaching assistant. **Elizabeth Pasierb**, Watertown, Mass., is working in the executive office of Communities & Development. **Gloria Hoell**

**Sterling**, Bradenton Beach, Fla., is an elementary school teacher. **Rachel M. Thompson**, Minneapolis, is the art director at KMSP-TV.

**83** 5th Reunion—June 19-21, 1987.

**Jonathan Bauer**, Evanston, Ill., was promoted to a systems analyst and prime contact for all Far East Continental Bank units. He is spending the summer and fall in the Orient. Jonathan also is working on an MBA degree at Northwestern University. **Wendy Welch Grim**, Wayzata, Minn., is a travel agent specializing in commercial and vacation travel. **Andy Larsen**, Minneapolis, is an account executive and artist for Printed Promotions, Inc. **Paul McComas**, Highland Park, Ill., is the editor of *Mind & Medicine*, a soon-to-debut monthly publication that focuses on the role of the mind in health. Paul wrote a free-lance article, "Mind Over Cancer," that ran as the lead article of the May 1986 issue of *Fate*. He also co-wrote the screenplay for *White Scarf*, a short dramatic film that premiered in Chicago this past January. It is now competing in regional and national film festivals. **Michael Sean McDonough**, Madison, Wis., has completed the master's degree in sociology at the University of Wisconsin-Madison. He now is working toward a PhD degree. **Richard**



William T. Eggebeer, '76, shares a cup of coffee with a student during a recent visit to campus for a LUA board of directors meeting.

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**Miller**, Mesa, Ariz., has been promoted to territory manager for Enerpac Division of Applied Power. **Sandy Fountain Ryan**, Oshkosh, Wis., is in marketing for Wisconsin Tissue Mills. Her husband, **Kirk Ryan**, is in technical sales for Akrosil. **Sara Schmidt**, Chicago, is a financial counselor for Ben Franklin Savings. She specializes in non-traditional banking investments. Sara recently qualified for a trip to Paris in a sales contest. **Einar Tangen**, Milwaukee, is a lawyer.

**84 Thomas Anusinha**, Lombard, Ill., is working for Navistar International as a computer programmer/analyst. **Robin Beauchamp**, Savannah, Ga., is a teacher at the Savannah Country Day School. **Terry Coenen**, Appleton, recently received the master's degree at the Institute of Paper Chemistry. Terry is now a senior chemist at Appleton papers. **Derrick DeWalt**, Charlotte, N.C., is the assistant food and service manager of Ribby's, Inc. **Marl Eggen**, Washington, D.C., is a special assistant to Wisconsin Senator Robert Kasten. **Dave Graber**, Champaign, Ill., received a master's degree in German from the University of Illinois, Champaign-Urbana in May. **Stephen Kraft**, Eatontown, N.J., is a writer with Bell Communications Research. **Ally Malcolm**, Appleton, is a research assistant at the Institute of Paper Chemistry. **Karen Marcus**, Chicago, is a graduate student at Loyola University, pursuing a master's degree in industrial and labor relations. Karen also is working part time in the human resource department of Winston & Strawn, a Chicago law firm. **Abby Marshall**, Mineral Point, Wis., is working as a potter in a restored craft village. **Michele Mayer**, Trumbull, Conn., is a customer representative for Security Pacific Bank's international private banking division. **Lisa Meehan**, Palo Alto, Calif., is an accountant with a small firm. **Greg Meyer**, Memphis, Tenn., is a graduate student at Memphis State University. He is pursuing a degree in biology and specializing in comparative endocrinology. **Lisa Morris**, Minneapolis, is a production assistant at Graywolf Press, a literary book publisher. **Annie Mullin**, Madison, Wis., is a school teacher. **Nancy Olson**, Chicago, has been promoted to district field representative with Procter & Gamble. **Tom Otten**, Los Angeles, is a graduate student in English at UCLA. Tom also is teaching freshman composition. **Donna Perille**, Chicago, is a consultant for Hewitt Associates. Donna also is pursuing an MBA degree at the University of Chicago. **Dave Pisani**, Evanston, Ill., is an internal auditor at Continental Bank. Dave also is pursuing a master's degree in management at Northwestern. **Charles Saunders**, Kumamoto-Ken, Japan, is an assistant

teaching consultant at the Japanese Ministry of Education. Chuck will be attending Columbia University's business school in Sept. 1986. **Patrick Schultz**, Denver, is pursuing a master's degree in jazz composition at the University of Denver. **Liz Sheridan**, Chicago, is a research analyst for Viewfact, Inc., a media research company. **George Smith**, Lexington, Ky., is a graduate student and teaching assistant at the University of Kentucky. George is pursuing a master's degree in vocal performance. **Samuel Solie**, New York, is a sales consultant with J.I. Solper & Co., Inc. **Tirzah F. Strom**, Chicago, is a copywriter and works on broadcast productions for State Advertising. **Marcia Troup**, St. Louis, graduated from Washington University in May with a master's degree in business administration. Marcia is now a commercial lender for Center Bank. **Amy Jo Wells**, Chicago, is a flight attendant with American Airlines. She is planning to take a leave of absence to study French in Paris. **Todd Wexman**, Portland, Ore., is a research assistant for a real estate development consultant.

**85 Annie Gillis**, Minneapolis, is a research associate with Physicians of Minnesota. **Jane Kotwicki**, Green Bay, is the assistant director of government affairs at Schreiber Foods. **Ellen O'Laughlin**, Beijing, China, teaches English at the University of Business and Economics. **Elizabeth Patterson**, Chicago, is an office manager and administrative assistant for the Paul F. Geraci Law Offices. **Phil Ruge**, St. Paul, Minn., is pursuing a master of divinity degree at Luther Northwestern Theological Seminary. **Thomas Schroeder**, Minneapolis, is working for Commercial West Publishing. **John Schlager** is a graduate student at the University of Colorado-Boulder.

## Marriages

**Daisy Estes Tucker**, M-D '39, and Arthur Kirsch, Feb. 15, 1986. **Richard H. Wright**, '50, and Diana Field, April 10, 1984. **Shirley Gebhard**, '55, and L. Keith Ellenberger, Jan. 25, 1986. **Pamela Schilling**, '67, and Raymond Johnson, Feb. 15, 1986.

**70s Nancy Winbiger**, '70, and James Hendershot, March 21, 1986. **Keith R. Montross**, '73, and Julie A. Marshall, June 14, 1986. **George Bennett**, '74, and Alison Kelly, Oct. 1984. **Pamela Degener**, '76, and John E. Benz III, Feb. 8, 1986. **Barbara Jo Kanmer**, '76, and Robert William Zoelle, April 26, 1986. **Marcia Hatch**, '77, and John Slingerland, June 7, 1986. **Stephen Geisheker**, '78, and Kathy Hanson, Aug. 24, 1985. **Mary Jo Howarth**,

'78, and Patrick Noonan, April 27, 1985. **Daniel Pannemaker** and **Denise Maurice**, both '79, May 23, 1986.

**80s Nanette Gahn**, '80, and Paul Pezzutti, Feb. 18, 1984. **Julie Thompson**, '81, and Richard S. Davis, '80, Dec. 28, 1985. **Gloria Hoell**, '82, and Carl Sterling, Jr., Dec. 14, 1985. **Sandy Fountain and Kirk Ryan**, both '83, May 10, 1986. **Mike Purdo**, '83, and Cindy School, April 11, 1986. **Mary Beth Peterson**, '84, and Raymond Smith, Feb. 21, 1986. **Samuel Solie**, '84, and Dina Miller. **John C. White and Tracy Keith**, both '84, May 10, 1986. **Dave Provence and Debby Draeger**, both '85, May 30, 1986.

## Births

**Lisa and Herbert F. Young**, '69, a girl, Lindsay McKenzie, July 18, 1985.

**70s Nick Candee**, '70, and Linda Brown, '71, a boy, Alexander Darcy Brown Candee, March 10, 1986. **Virginia and Vance Gudmundsen**, '70, a boy, Theodore John, May 4, 1984. **Janet Brelig**, '71, and Howard Foreman, an adopted boy, Gregory, born Feb. 10, 1986. **Glenn and Margaret Feldmann Henderson**, '71, a girl, Melissa, Oct. 5, 1985. **Tom and Debra Johnston Buesing**, both '72, a girl, Katy, Feb. 14, 1986. **Linda and Bill Eggbeer**, '76, a boy, John Franklin, Jan. 11, 1986. **Michelle and Samuel Morris**, '76, a boy, Gabriel Scott, Jan. 15, 1985. **Robert and Heidi Baumann-Schuppel**, '77, a girl, Susan Adiane, June 25, 1985. **Peter and Kathryn DuVal Frett**, '77, a boy, Patrick.

**80s Paul and Nanette Gahn Pezzutti**, '80, a girl, Vanessa, Oct. 19, 1985. **Jim and Debbie Nordmeyer Rathert**, '80, a girl, Jadrien Kayla, April 30, 1986. **William and Paula Smith Roemer**, '81, a girl, Rebecca Jane, Jan. 15, 1986. **Steve and Anne Taylor Persaud**, '83, a girl, Stephanie Asha, Nov. 4, 1985. **Lorri and Kurt Rommelfaenger**, '84, a boy, Cody James, Oct. 30, 1985.

## Deaths

**Katherine Daniel Davis**, '14, Washington, Iowa, March 20, 1986. **Leigh S. Wolfe**, '14, Appleton, April 7, 1986. **Marguerite Walker Hewes**, M-D '15, La Jolla, Calif., Nov. 23, 1985. **Agnes Forsythe Roemer**, '15, Neenah, Wis., March 15, 1986. **Lillian C. Boyson**, '16, Tampa, Fla., Feb. 4, 1986. **Jennie Pratt Cooke**, '17, Claremont, Calif. **Olive Reynolds Goodwin**, '17, Claremont, Calif., Feb. 28, 1985. **Constance Manchester Haddock**, M-D '17, Jacksonville, Fla., Jan. 2, 1986. **Harold W. Luce**, '18, Ben Lomond, Calif., Nov. 1985.

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**20s** Frances Jessie Dixon, '20, Chicago, May 29, 1986. James V. O'Leary, '20, Riverside, Conn., Jan 15, 1986. Valeria Schreiner Graves, '21, Kenosha, Wis., Nov. 17, 1984. Jean Lightbody Evans, '22, Oshkosh, Wis. Harvey C. Falk, '22, Menominee, Wis., April 17, 1986. James H. Deming, '23, Winnetka, Ill., April 1986. Herbert Stoker, '24, Monterey, Calif., March 17, 1985. Albert Bennison, '25, Ft. Lauderdale, Fla., Jan. 1986. Mary Zender Smith, '25, Drexel Hill, Pa., Feb. 21, 1986. Mary Francis Gates, '26, Ypsilanti, Mich., May 3, 1986. Lorraine M. Falck, '26, Green Bay, March 1, 1986. Keith Baker, '27, Oshkosh, Wis., April 11, 1986. Vernet Heinrich Schultz, '27, Naples, Fla., March 21, 1986. Roy Sand, '27, Menasha, Wis., May 26, 1986. Harold E. Cripe, '28, San Diego, March 28, 1986. Irene Elkhart Hipke, '29, Brookfield, Wis., May 14, 1985.

**30s** Marian Jaeger Moeller, '30, Sturgeon Bay, Wis., Sept. 11, 1985. Eleanor How Hamm, M-D '31, Kalamazoo, Mich. Margaret Griffith Siegel, M-D '31, Boca Raton, Fla., Dec. 6, 1985. Anne Walby Olson, M-D '32, Minneapolis, April 17, 1986. Louise Schlondrop, M-D '32, Milwaukee, Feb. 25, 1986. Karl Kretlow, '33, Buffalo Grove, Ill., April 10, 1986. Donald M. Sawyer, '33, Columbia, Md. Howard L. Anderson, '34, Marinette, Wis., Feb. 4, 1986. Marcella Willkomm Friedman, M-D '34, Hackensack, N.J., April 19, 1986. John Kimball, '34, Fort Washington, Wis., Jan. 12, 1986. Anna Grishaber Armstrong, '35, Appleton. Margaret Hendy Bentle, '35, Appleton, May 8, 1986. Norma Smith Chambers, '35, Wisconsin Rapids, Wis., March 19, 1986. Helen Pinkley Kelly, M-D '36, Madison, Wis., Feb. 4, 1986. Harold Reiss, '36, Malvern, Pa., Oct. 20, 1985. Eleanor Kelley Smith, M-D '37, Milwaukee, Sept. 15, 1985. Edward A. Rath, Sr., '38, Milwaukee.

**40s** Albert T. Novakowski, '40, Lancaster, Wis., June 1, 1986. Mary Saggio Armato, M-D '41, Milwaukee. Harry J. Sheerin, '42, Nienah, Wis., May 2, 1986. Virginia Brooks Herriman, M-D '43, Scottsdale, Ariz., March 23, 1986. John R. Williams, '44, Morgantown, W. Va., March 26, 1986. Helen Nickless Johnston, M-D '46, Rochester, Minn., Feb. 4, 1986. Joe G. Gunderson, '47, Appleton, June 3, 1986. Harvey R. Leaman, '47, St. Petersburg, Fla., March 1, 1986.

Harlan F. Kellogg, '51, Rockford, Ill., May 29, 1985. George Q. Sargent, Jr., '52, Pittsburgh, Dec. 11, 1985. David E. Geise, '58, Brookfield, Wis., Jan 23, 1986. James A. Murray, '70, Winona, Minn., March 31, 1986. Daniel R. Hansen, '72, Manitowoc, Wis., April 22, 1986.

## Alumni club and regional activities

**Bay Area (San Francisco/Oakland)**  
November, Alumni phonathon; Joseph R. Baierl, '75, development coordinator

**Boston**  
May 6, "Oxford and Lawrence: The World's Two Great Universities," Professor of History William A. Chaney; Mary Custis Hart, '57, program coordinator  
September, Alumni admissions reception for new students; J. Richard, '64, and Jean Lampert Woy, '65, co-alumni admissions coordinators

**Central Wisconsin**  
June, Alumni phonathon; John H. Runkel, '54, development coordinator  
September, Alumni admissions "Small College Night;" R. Dennis O'Flynn, '62, alumni admissions coordinator

**Chicago**  
April 28, 29, Alumni phonathon; Stephen C. Prout, '80, development coordinator  
June 1, Alumni family picnic; Dean and Susan Voss Pappas, both '69, co-program coordinators  
August, Alumni admissions reception for new students; Jonathan W. Bauer, '83, alumni admissions coordinator  
September, Alumni admissions "Evening with Lawrence" reception for prospective students; Jonathan W. Bauer, '83, coordinator  
October, Alumni admissions "College Fair;" Jonathan W. Bauer, '83, coordinator  
**Fox Valley**  
September, Alumni admissions reception for new students  
November, Alumni phonathon; Charles B. Siekman, '72, development coordinator

**Los Angeles**  
November, Alumni phonathon; Jane Cornell Smith, '37, development coordinator

**Madison, Wis.**  
September, Alumni admissions "Evening with Lawrence" reception for new students

**Milwaukee**  
May 27-29, Alumni phonathon; Michael S. Sigman, '78, development coordinator  
June 16, Barbecue dinner and Brewers baseball game; John W. Linnen, '72, program coordinator  
September, Alumni admissions reception for new students; Elaine Johnson Luedeman, '47, alumni admissions coordinator  
October, Luncheon with F. Theodore Cloak, emeritus professor of theatre; John W. Linnen, '72, program coordinator

**Minneapolis-St. Paul**  
May 13, 14, Alumni phonathon; John D. Gilpin, '72, development coordinator  
September, Alumni admissions reception for new students; Susan T. Chandler, '79, alumni admissions coordinator

**New York**  
May 5, "Oxford and Lawrence: The World's Two Great Universities," Professor of History William A. Chaney; Martha E. Freitag, '73, program coordinator  
May 6, Alumni phonathon; John A. Luke, Jr., '71, development coordinator  
June, TGIF; John W. Heishorn, '83, coordinator  
August 17, "Caramoor;" Phyllis Anderson Roberts, '56, and Ann Alexander McDonnell, '59, co-program chairpersons

**St. Louis**  
September, Alumni admissions reception for new students; Louise Kustner Rosen, '67, alumni admissions coordinator

**Stoughton, Wis.**  
October, Alumni admissions "Small College Night;" Steven E. Landfried, '66, coordinator

**Washington, D.C.**  
May 4, "Oxford and Lawrence: The World's Two Great Universities," Professor of History William A. Chaney; Margaret Tiffit Janis, '71, program coordinator  
June 29, Alumni admissions reception for new students; Jonathan R. Mook, '73, and Sarah S. Larson, '74, co-alumni admissions coordinators  
September, Alumni admissions "Evening with Lawrence" reception for prospective students; Jonathan R. Mook, '73, and Sarah S. Larson, '74, co-alumni admissions coordinators

Lawrence will be represented by alumni at "College Fairs" for prospective students in the following areas:  
September—Fort Worth, Texas  
September 26, 27—Hong Kong  
October 16, 17—Mexico City, Mexico  
October—Columbia, Missouri  
October—Atlanta, Georgia  
October—Kalamazoo, Michigan



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## POSTSCRIPT

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Under normal circumstances, we would have gasped with horror after reading the lead paragraph in a recent *Milwaukee Sentinel* article:

"Once a citadel of learning, Lawrence University is on its way to becoming the shameless Times Square of Wisconsin colleges.

First the administration looked away while the brazen campus literary magazine *Tropos* published a nude centerfold of a male model. Now the school is shilling a Tuesday autograph session with the naked subject."

Indeed we were. Our press release, "Nude Centerfold to Autograph Magazines," lamented the need for this type of sensationalism to draw attention to our students' literary efforts but also described the model as a "knock-out."

Many took us up on our invitation to attend the autograph session. And though we weren't terribly pleased by the reviews—one reporter described our model as "a coffee table with jowls"—we were happy with the turnout. Students, reporters, photographers, and television crews were there.

So was Chopper! Our male model—as you already may have guessed from our inside front and back cover photograph—was a brindle-colored English bulldog. Chopper belongs to Carrie Roberts, '86 (daughter of coach Ron Roberts), and the photo is her work.

*Tropos*, by the way, is an excellent publication this—and indeed every—year. We have been tempted on occasions to reprint one or

two of its short stories, poems, photographs, and drawings in *Lawrence Today*, so that you too can enjoy our students' literary talent. One thing or another keeps us from doing so. Maybe next year.

*Lawrence Today* has received an accolade as well. The Council for the Advancement and Support of Education (CASE) awarded the magazine a silver medal in its annual college magazine competition. The judges evaluated 56 entries and awarded two gold, four silver, and two bronze awards. Next year, we're going for the gold, and think that you, the reader, will benefit as we do so.

The school year came to a close a few weeks ago here at Lawrence. In many ways it was an extraordinarily good year, as the fall issue of *Lawrence Today* will highlight. It was also a year marked by tragic death. We grieve the loss of Susie Parthum, class of 1985 and one of our head residents; Andy Davel, class of 1988 and a Kimberly-Clark Scholar; Bill Winsauer, class of 1988 and one of the college's nominees as an Engstrom Scholar to the Medical School of Wisconsin; trustees emeriti William Wright, class of 1925, and Roy Sund, class of 1927; trustee Harry Sheerin, class of 1942; publicist and colorful character Marguerite Schumann, class of 1944; and now Warren Beck, professor emeritus of English. We shall miss them all.

A.A.M.  
July 1986





Take a dive into the Caribbean with Lawrence's marine biology students by turning to page six.

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